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The Canadian Spelling Program

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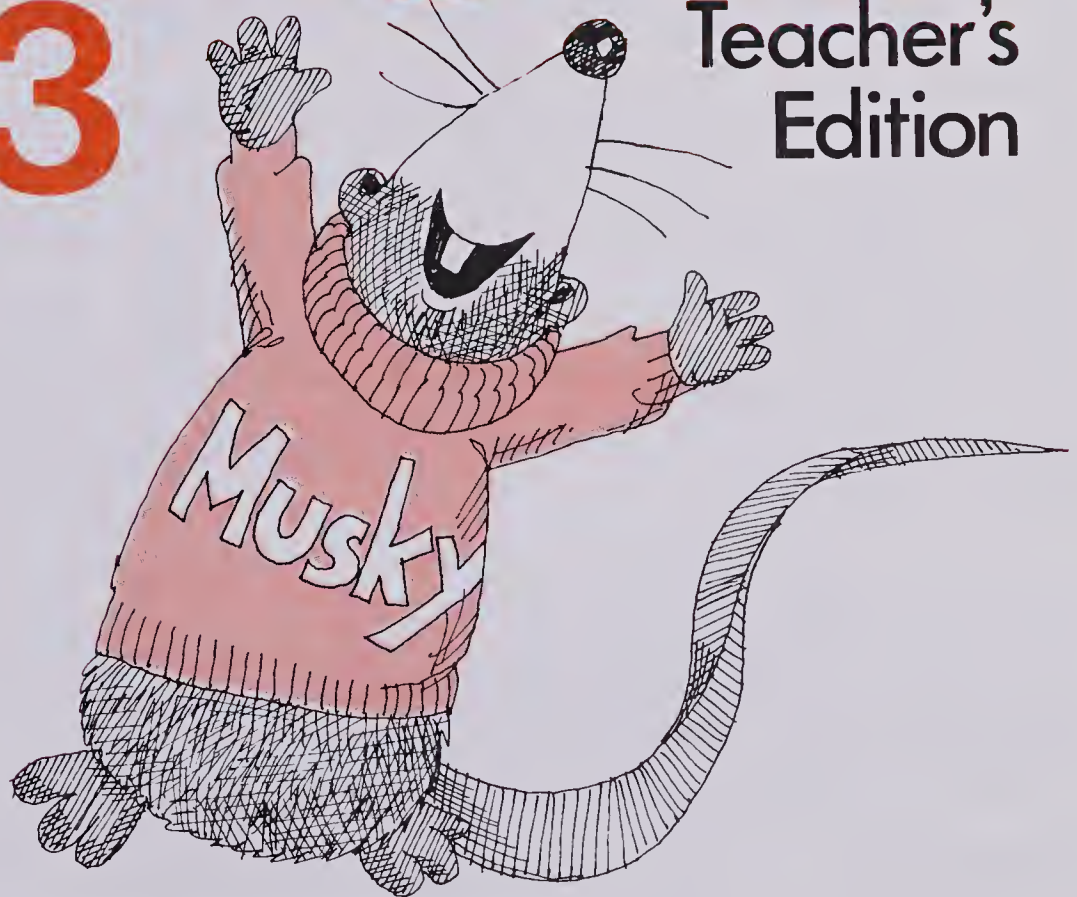


The Ves Thomas
Carl Braun

Canadian Spelling Program

3

Teacher's
Edition



gage PUBLISHING LIMITED
TORONTO ONTARIO CANADA

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PROGRAM FEATURES

- complete, fully-sequenced Canadian spelling program for Grades 2-8
- based on nationwide research study of words used by Canadian children and adults
- word lists determined by computer analysis of words most frequently used in writing
- systematic reintroduction of most commonly misspelled words
- selection of list words for each grade based on actual usage at that age
- eclectic approach combining general linguistic principles with individual word study in direct and incidental learning
- sequenced unit organization to allow individualized learning within structured system of instruction
- instructional techniques in accord with research findings on how children learn to spell
- use of pretest as diagnostic tool
- strategies to develop skills in self-diagnosis and self-correction of errors
- proofreading practice to help pupils recognize and correct misspellings
- application of spelling skills in a variety of written contexts
- transfer of spelling skills to writing in other subject areas
- study helps and techniques built right into program
- review units for reassessment and for reinforcement of spelling generalizations
- special units centred on specific themes — in Grade 2, holiday festivals; in Grade 3, the seasons
- appealing illustrations to create interest and to provide exercise variety
- type and page layout designed for easy reading and completion of exercises

BASIC ASSUMPTIONS

1. Spelling is an essential aspect of writing, which continues to be an important means of communication in our society and in the instructional programs of our schools.
2. Learning to spell the English language is a challenging task requiring time and effort. Instructional techniques that apply the results of linguistic research in spelling to the way children learn will make the task easier for both teacher and pupil.
3. A research-based core of high-utility words that accounts for over 95 per cent of the words used in children's and adults' writing is a practical and logical basis for a spelling program. From this basis the program can be individualized by supplementary words specific to a child's needs and interests.
4. Presentation of words in list form focuses attention on the spelling of specified words.
5. Continual and systematic reintroduction of problem words as part of regular word lists yields better spelling results than singling out such words for special attention.
6. Learning list words is not in itself a sufficient test of spelling ability. The real measure is the correct spelling of words in an individual's written work. Instructional strategies must include the transfer of basic spelling skills to writing in context.
7. Knowledge of sound-symbol relationships is essential. However, overemphasis on the learning of "rules" is of limited value in improving spelling ability, since there are few rules that can be applied with adequate consistency. Whatever rules are of practical value should be learned inductively.

8. Spelling instruction should provide opportunities to focus on particular oral and visual aspects of words. The degree of oral-visual intensification in instruction will vary with the type of word and the learner.
9. The pretest-study-test sequence is the most effective approach to organizing spelling instruction toward individualized goals.
10. The self-corrected test, under the direction and supervision of the teacher, increases the possibility of successful study of spelling words. Analysis of spelling errors provides both the teacher and the pupil with valuable diagnostic information. Analysis of errors must be followed with a variety of study helps to accommodate a variety of learning styles.
11. A system of individual record-keeping provides necessary feedback to the learner and the teacher. This serves as a constant reinforcer for directing attention to the pupil's individual needs and leads to self-responsibility for spelling growth.
12. Proofreading to recognize and correct spelling errors is an essential writing skill. Planned proofreading practice in the instructional setting will help pupils to recognize misspellings.
13. The ultimate goal is self-diagnosis and self-correction of spelling errors. The development of a spelling consciousness and a positive attitude toward spelling will help the learner achieve this goal.

PURPOSE

This totally new series is designed to provide a complete, fully-sequenced Canadian spelling program for Grades 2-8. The content, approach, and methodology are based on the results of accumulated research.

- The content of the program is based on the results of an extensive study of the words most frequently used in written work by Canadian children and adults.
- The eclectic approach combines individual word study and systematic instruction based on linguistic research.
- The methodology comprises a variety of effective instructional techniques developed in accord with the results of research into how children learn to spell.

GOALS

1. Children will learn to spell the words they are most likely to use in their day-to-day activities as well as the words they are most likely to write as adults.
2. Children will develop strategies for learning and retaining the spelling of words.
3. Children will apply spelling skills in a variety of writing contexts and transfer these skills to writing needs in other subject areas.
4. Children will learn self-analysis and self-correction skills through the development of a spelling consciousness.
5. Children will develop a positive attitude toward spelling and a sense of achievement in their own spelling ability.

OBJECTIVES

Objectives for each unit are outlined in the *Teacher's Edition* for each grade. See also the "Scope and Sequence Chart" on pages 30-31.

RESEARCH BASIS FOR THE CANADIAN SPELLING PROGRAM

- 1. Pilot study by Thomas, 1972
 - sample — children’s compositions
 - test area — Province of Alberta
 - reported in *Teaching Spelling*, 1974, by Ves Thomas (Gage)
- 2. Research study by Thomas and Braun, 1976
 - sample — compositions written by children and adults
 - test area — nationwide — ten provinces of Canada
 - total sample — over 52 000 compositions
 - scope of research — random sample of approximately 8000 compositions selected from total sample
 - method of research — compositions in random sample analysed for frequency of word usage in writing and frequency of error in spelling
 - method of tabulation — results of computer analysis of children’s compositions, on a grade-by-grade and province-by-province basis, combined with results from adult writing sample to determine overlaps
 - results of research — core list of 3000 most frequently used words, of which 360 identified as most frequently misspelled
- 3. Analysis of Word Usage in 1976 Research Study
 - total word count — 623 573 words
 - number of individual words — 17 237 different words
 - frequency of usage of individual words:

<i>Numbers of Individual Words</i>	<i>Percentage of Total Word Count</i>
50	49%
100	59%
200	69%
500	80%
1000	87%
1500	90%
2000	92%
2500	94%
3000	95%

- percentages for word groupings are consistent with previous research findings, but actual words within each grouping show significant change

4. Conclusions of 1976 Research Study

- A spelling program based on the 3000 words most frequently used in writing by Canadian children and adults will provide pupils with 95 per cent of the words they will need for their immediate and adult written work.
- A systematic reintroduction of the 360 most commonly misspelled high-utility words will reduce the frequency of spelling errors.

ORGANIZATION OF WORD LISTS

Word Lists for Grades 2-6

The grade sequencing of the 3000 core words is based totally on an analysis of actual word usage. The principle underlying the sequencing is: *usage of incidentally acquired words is an indication of spelling readiness*. Thus, words used spontaneously in written work in a preceding grade are placed for systematic spelling instruction in the following grade.

- The list words in the spelling program for Grade 2 are based on the words children use most frequently in their writing at the end of Grade 1.
- The list words for Grade 3 are based on words written most frequently at the end of Grade 2.
- The list words for Grades 4, 5, and 6 are based on frequency of written usage at the end of Grades 3, 4, and 5.

Word Lists for Grades 7-8

The word lists in Grades 7-8 are predominantly based on those words most frequently used by adults in their own written work.

Word Selection for Units

The allocation of specific words to particular units was based on several criteria:

- A certain number of words in each unit was selected to provide a specific focus — a sound-symbol relationship, a word-structure pattern, a spelling generalization, or a theme — and to enable pupils to make adequate associations between spelling patterns and example words.
- Some unit words were selected to illustrate exceptions to a spelling generalization.
- Some unit words were selected to review and reinforce a spelling pattern introduced in a previous unit.
- Unit lists were organized in a progression of increasing difficulty — from regular phoneme-grapheme relationships to less regular patterns.
- Words with irregular spelling patterns were distributed throughout the units, to avoid overburdening the later units with word difficulties.

Word Repetition in Unit Lists

In addition to sequencing and allocating the 3000 core words to specific grades and units, the organization of the word lists included the repetition of the 360 most frequently misspelled high-utility words. These were distributed throughout the program by grade sequence and unit allocation.

Numbers of List Words by Grade

<i>Grade</i>	<i>Units</i>	<i>Words per Unit</i>	<i>New Words</i>	<i>Repeated Words</i>	<i>Total Words</i>
2	30	10	300	Nil	300
3	30	12	300	60	360
4	30	14	360	60	420
5	30	16	420	60	480
6	30	18	480	60	540
7	30	20	540	60	600
8	30	22	600	60	660
			<hr/> 3000	<hr/> 360	

PROGRAM STRUCTURE: UNITS

The thirty-six units in each grade of the spelling program are organized into unit sets. Each unit set consists of five regular units followed by a review unit. Grades 2 and 3 of the program each contain four supplementary special units.

Regular Units

- New words are presented in unit lists.
- Grades 3-8, two repeat words from the previous grade are included in each unit list.
- Repeat words are those most-commonly misspelled, which are reintroduced for additional attention.
- This systematic reintroduction of problem words as part of regular unit lists is more effective in reducing frequency of misspelling than presenting these words in special lists.

Review Units

- These units serve a double function: reassessment of spelling achievement and extra study of words in preceding five units that may not have been fully learned.
- Exercises in review units are designed to reinforce the spelling generalizations of the preceding five units.
- The focus of attention is on words that contain phonological or visual difficulties.

Special Units

- These supplementary units provide variety and develop an interest in words.
- The focus in these units is on special words associated with specific themes.
- In Grade 2, the focus is on festival words for Hallowe'en, Christmas, Valentine's Day, and Easter.
- In Grade 3, the focus is on words for the four seasons.

UNIT STRUCTURE: SEQUENCES

The units are structured in a sequence that allows the maximum possibility of individualized instruction.

1. Pretest

- The purpose of the pretest is *diagnostic* — to identify those words a pupil already knows how to spell. This allows each individual pupil to focus on particular problem words.
- By examining their own spelling, pupils develop a spelling consciousness.
- By identifying the reasons for misspellings, pupils develop skills in self-analysis of errors.
- By correcting their own errors, pupils can see the correct form beside their personal misspelling and focus attention on the correct form. This kind of discrimination learning intensifies correct spelling.

2. Study Helps

- The focus of attention is on selected phonological and visual features of words.
- Activities and exercises are designed to help students with words diagnosed as problem words in the pretest. These include both misspelled list words and those spelled correctly but with some doubt or hesitation.
- Activities and exercises can be selected to suit individual pupil needs.
- Study techniques are built into the exercises and activities.
- The “Remember” section of the “Study Helps” sequence summarizes the spelling generalization highlighted in the unit.

3. Using Your Spelling Skills

- This sequence promotes spelling ability by using words in a variety of writing contexts — sentences, verses, dictation, and proofreading.
- To help pupils develop a writing vocabulary, emphasis is placed on adding other words to unit list words.
- Activities and exercises are designed to intensify the instruction in the core lessons and to extend skills to include new words so that pupils can apply spelling skills more effectively in their own written work.
- Activities and exercises are designed to help pupils integrate word meaning and spelling skill.
- Activities and exercises are provided to help pupils transfer spelling skills to writing in other subject areas.
- Fun-type exercises are designed for individual practice, team activity, or class participation.
- Proofreading activities provide practice in recognizing and correcting misspellings as a practical application of learning to spell.

4. Unit Test

- The final sequence serves as both assessment and reinforcement. It provides an accountability measure for pupils who studied their problem words and an additional reinforcement for those who wrote the words correctly on the pretest.
- Self-correction, as on the pretest, helps pupils develop self-responsibility for spelling growth.
- Record-keeping of test results provides important feed-back for pupils and teacher.

SEQUENCE STRUCTURE

Pretest

1. Preparatory Explanation

If pupils are unfamiliar with the pretest, the teacher should discuss the purpose and procedure. It should be made clear to the class that this is *not* a test to *measure* what they know but a way of *helping each pupil to learn* which words he or she already knows so that each, individually, can concentrate energy on problem words.

2. Dictation of List Words

- List words are to be dictated before pupils have studied them.
- Dictation atmosphere should be relaxed but quiet, so that all pupils can hear without straining.
- Each word should be pronounced clearly and then used in a sentence to reduce the possibility of pupils' perceiving the word wrongly.
- After a word has been pronounced, pupils should be encouraged to say it quietly to themselves before they write it.
- After all the list words have been dictated, pupils should check their own words and write their misspelled words in their individual spelling records.

3. Record of Spelling Errors

Regular and accurate record-keeping is an important factor in learning to spell.

A record of spelling errors serves many valuable functions.

- It helps pupils to diagnose their own spelling problems.
- It helps pupils to develop skills in self-analysis of errors.
- It raises spelling consciousness.
- It encourages self-responsibility for spelling growth.
- It provides important feedback for teacher and pupil.
- It helps the teacher individualize instruction.

The following record form is suggested for recording errors made on the pretest. Copies of this form are available in the booklet *My Spelling Record*, available from Gage Educational Publishing Limited.

My Pretest Record

Unit	List Word	My Spelling	Mistake at Beginning	Mistake in Middle	Mistake at End	Mistake in More than One Part
1						
1						
2						

How to Use the Personal Spelling Record

- *Pupils* write the correct form of the misspelled list word in the column “List Word.”
- *Pupils* write their misspelling in the column “My Spelling.”
The side-by-side placing of correct spelling and personal misspelling has been proved to be a most effective method for focussing attention on the correct form. Spelling success depends, to a large extent, on learning discrimination skills. Seeing a comparison between a positive example and a negative example is the basis of discrimination learning.
- *Pupils* examine each misspelling to locate the position of the problem — beginning, middle, end, more than one part — and put a check mark in the appropriate column.
- *Teachers* will have to guide the pupils closely in the beginning years to ensure that they learn to record and analyse their misspellings accurately. The growth of a spelling consciousness and the development of self-responsibility in their pupils will more than repay their efforts.
- *Teachers* should examine children’s spelling records on a regular basis to get diagnostic information that will help them individualize extra help.

4. Record of Spelling Progress

A record of correct spellings serves as a measure of achievement and a positive reinforcement for successful effort.

- Both pretest and unit test scores should be recorded.
- Teachers and pupils should both maintain a continual and alert awareness of spelling progress.
- To facilitate a steady progress check, a chart similar to the sample below is included in the *My Spelling Record* booklet.

My Progress Chart

Number of Words Right	Units														
	1	2	3	4	5	7	8	9	10	11	13	14	15	(to Unit 35)	
12															
11															
10															
9															
8															
7															
6															
5															
4															
3															
2															
1															

Note that each Unit column is divided with a dotted line into two parts—one for the pretest score and one for the unit test score. In the sample above, in Unit 1, the pupil had 11 words correct on the pretest and 12 on the unit test. In Unit 2, she scored 12 on each test.

For the pupil's Progress Chart, have pupils use different colors to record their scores; for example, red, for the pretest and blue for the unit test.

Study Helps

- The activities and exercises in this sequence are intended primarily for pupils who had difficulty with the words on the pretest. Pupils who had all the words correct and who are confident they know how to spell each list word should proceed directly to the “Using Your Spelling Skills” section.
- The primary emphasis in the exercises is on helping pupils to look carefully at the letters that spell list words.
- Pupils should concentrate their effort on exercises that focus on the words they spelled incorrectly, or were unsure of, on the pretest.
- Teachers will be able to individualize the use of “Study Helps” more effectively if they examine the pupils’ spelling records regularly. This will show them the types of spelling errors each child makes and should indicate, therefore, the special help needed.
- All pupils should be taught an efficient study method. The five-step study method outlined on page 5 of the pupil’s book is referred to often in the “Study Helps” sections.

4. Look at these words. Say them.

one  two  saw 

Notice that the letters and sounds don’t exactly match.

You must look very carefully at words like these.

Look at each word letter by letter from beginning to end.

Say the word to yourself.

Cover it.

Write it in your notebook.

Check to see if you were right.

If you have still misspelled a word, do all the steps over again.

Try these steps in learning to spell these words:

good	new	book	two
one	because	saw	



1. Sound-symbol Relationships

Accurate pronunciation, clear enunciation of words, and the recognition of the *sequence* of sounds in words are of utmost importance in spelling. Spelling proceeds from the sound of the word to the written representation of the sounds. The primary focus in the “Study Helps” sections, therefore, is on sound-symbol relationships.

Verse

A verse that highlights some of the list words is included in most units. The verse serves to underline the fact that words are always used in a context and to provide an opportunity for pupils to hear and to say words that contain the sound element being emphasized in that particular unit.

The verses should be read or recited with the pupils. Then the underlined words should be repeated orally, the spelling discussed, and the words written.

1. Read these lines.

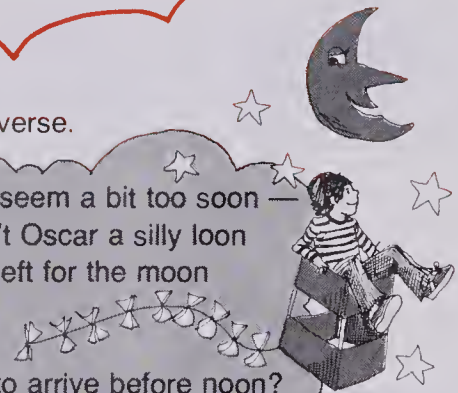
One old man and two fat cats
Ran away from the big, bad rats.



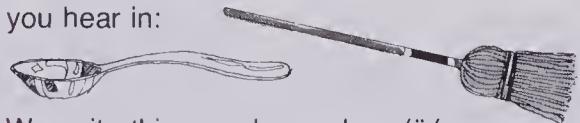
Say the underlined words. Listen for the vowel sound. Notice that the letter **a** spells the vowel sound /a/.

1. Read the verse.

Doesn't it seem a bit too soon —
And wasn't Oscar a silly loon
When he left for the moon
On a kite
At night
And tried to arrive before noon?



Write the words that have the vowel sound you hear in:



We write this vowel sound as /ü/.

What letters spell the vowel sound /ü/?

Write other words that have this vowel sound and spelling.

Say-Listen-Write

Pictures are used to encourage pupils to pronounce words to themselves as they write.

The sequence of instructions to pupils in these exercises is important.

“Say the picture word.”

“Listen for the _____ sound.”

“Write the word.”

Once this sequence is stressed to the point of overlearning, pupils will automatically use it as they are writing to help them spell words they are unsure of.

Teachers should emphasize not only the importance of correct pronunciation and clear enunciation, but also the necessity for the recognition of sounds *within* the words and the *sequence* of sounds.

5. Say the picture words. Listen for the sound at the end of each word.



car



jar

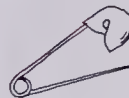


bar

The sound at the end of car and jar is /är/.
Notice that the letters **ar** spell this sound.
Write the list words with the sound /är/.

3. Say each picture word.

Listen for the vowel sound /i/ in the middle of each word.



Write the three words from your list that have the vowel sound /i/ in the middle.

3. The letters **sh** spell a special sound.

Say the picture words. Listen for the special sound /sh/. Write the words.



1. Read this verse:

On holidays we like to call
On friends we hardly see at all.
We also like it when they say,
“You’re always welcome. Come and stay.”



Say the underlined words.

What vowel sound do you hear before the consonant l? Write the underlined words.

What vowel letter spells this sound in these words?

In some words, the vowel sound /o/ is spelled with the letter a.

Write the picture words.



Sound or Structure Highlights

The “Study Helps” of each unit include exercises that focus on a particular sound-symbol relationship or on a structure element. The element being highlighted is listed in the Contents and serves as a “title” for each unit.

However, it must be emphasized that not all words in the unit list contain the featured element. Pupils will be more alert to each list word if the words do not all follow a pattern.

3

went
pet
bed
get
let
saw
red
book
good
jet



Study Helps

1. Read these lines.

Listen for the vowel sound /e/ in the underlined words.

My dad went up in a big red jet,
But I stayed in bed with my little pet.



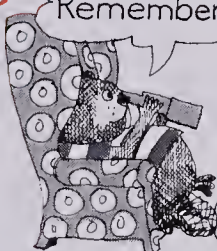
Copy the lines carefully into your own book and put a circle around each word that has the vowel sound /e/.

Notice that the letter **e** spells the vowel sound /e/.

2. Say each picture word.

Listen for the vowel sound /e/.

Remember



The vowel sound /ā/ is often spelled with the letters **a** — **e** as in cake and name.

Remember

This special feature at the end of “Study Helps” in most units is a statement of the spelling generalization highlighted in this unit.

It is not intended that these statements be memorized, but merely discussed with pupils.

Remember



In some words, like clean and year, we use the letters **ea** to spell the vowel sound /ē/.

Rhyme

This technique is used frequently to help students to proceed from the sound of words to the written representation.

At first, the technique of rhyme is used to help pupils to recognize regular spelling patterns and to realize that they can spell many other words than the list words.

But pupils must learn also that rhyme depends on the *sound* of the word and that not all rhyming words are spelled in the same way. Exercises help pupils to recognize, and to use, these variant spellings.

2. Say each picture word.

Listen for the vowel sound /e/.



Write list words that rhyme with the picture words.

Did you write four words that rhyme with wet?

3. Rhyming words are words that sound the same at the end. Sometimes they are spelled almost the same, like: kiss and miss and hiss.

Sometimes the words sound the same at the end, but the sounds are not spelled the same, like: hurt and dirt and Bert.

Write rhyming words for each of these words. Remember the spelling of the rhyming sound can be the same or different.

gone	miss	but	smoke
dirt	fought	seen	fun

2. Word Structure

The structure of words forms an important part of the "Study Helps" sequence. Syllables, compound words, contractions, plurals, base words, and endings in inflected forms are taught in Books 2 and 3.

Syllables

Pupils are encouraged to listen for "the parts of a word" or "the number of vowel sounds in a word." This technique helps pupils to concentrate on the sequence of sounds in each part of the word, and thus aids in the spelling.



Study Helps

1. Sometimes it is easier to spell a long word if you listen for its parts or syllables. Listen for the two parts in each of the underlined words in the verse.

Did you see my pretty, little kitten?
She tore my letter and she stole my mitten.



Compound Words

The emphasis is on both meaning and spelling.



toothbrush



sidewalk

Did you notice that a compound word is really two base words joined to make one longer word? tooth + brush → toothbrush

Contractions

Pupils must remember that the apostrophe is an element of spelling.

I'm happy in the morning
When it's nice and bright.
But I don't like a morning
That's as dark as night.



Did you notice the special mark in each underlined word?

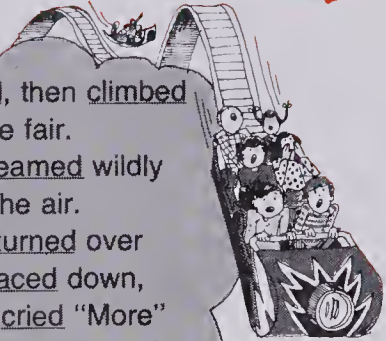
These words are called contractions, and the mark is called an apostrophe.

Base Words and Endings

Pupils are introduced to inflected forms and are taught to recognize changes in the spelling of some base words when endings or suffixes are added. Special emphasis is given to the -ed ending — as a syllable (hunted), with the pronunciation /d/ (played), and with the pronunciation /t/ (stopped).

1. Read the verse.

The cars jumped, then climbed
On the ride at the fair.
The children screamed wildly
As they rose in the air.
Their stomachs turned over
When the cars raced down,
But they always cried "More"
When they got to the ground.



Write all the underlined words that have the ending -ed.

Write the base word for each one.

Which base word was changed before the ending was added?

Plurals

Pupils are taught that most plurals are formed with the letter s, but there are exceptions (lunch — lunches; baby — babies).

2. You have learned that to write the plural of most words we add the letter s, as in cats.

Now look at the word dishes.

What is the base word?

What letters were added to write the plural?

Write dishes. Circle the letters **es**.

Write the plural of brush and watch.

Using Your Spelling Skills

This sequence in each unit extends spelling skills in a variety of situations:

- writing sentences, stories, verses
- dictation exercises
- proofreading someone else's writing
- puzzles and other "fun" activities
- exercises that extend and apply generalizations
- exercises that emphasize word meaning
- activities related to general subject areas.

Writing

The purpose of any spelling program must be to help pupils spell correctly in all written work. Learning to spell words in lists is not an end in itself. Pupils must remember the correct spelling of those words in their own personal writing.

Pupils are, therefore, provided with situations that promote the writing of the newly learned words in connected discourse.

This writing also provides the vehicle for practice of proofreading skills.

6. Finish this story.

Our dog had six new puppies.
One day we could find only five.

What do you think happened?



5. Write one sentence for each group of words:

(a) is so tired fell asleep

(b) read books about Olympic games

6. Read this story beginning. Some words are left out. Fill in the missing list words as you write the story in your book. Then finish it in your own way.

One day, Willie Wolf and Freddie _____ were running through the _____. S_____ Willie saw something under some _____. Willie and Freddie raced over to look. They found a bag of _____. How excited they were!

S_____ they heard a growl. They looked up to see

Dictation

Dictation provides a situation in which pupils write words in sentences, or paragraphs, or verses. Because the content of the writing is provided and dictated by the teacher, pupils can concentrate on their spelling skills and on other skills, such as the use of punctuation and legible handwriting.

The material for dictation is in the pupil book. Therefore, after writing, pupils should be encouraged to proofread their own work and then check both writing *and* proofreading by comparing with the book.

This also affords the teacher an excellent opportunity to determine whether, in fact, pupils are learning how to recognize spelling errors in their own writing.



3. Your teacher will dictate these sentences to you. Write them in your notebook.

I saw my pet get wet.

Mary had a good book.

One man went in the big jet.

Use your speller to check the sentences you wrote.

2. Your teacher will dictate these sentences:

- I'll go if he goes.
- She wouldn't add more color.
- They're off, and I couldn't go with them.

Check your own sentences carefully for spelling, capital letters, apostrophes, and end punctuation.

5. Your teacher will dictate these sentences to you. Try to spell each word correctly.

- The people wanted to watch the water show.
- One night I really was scared.
- We might go to the lake this summer.

Check your own spelling.

Did you put a capital letter on the first word?

Did you put a period at the end?

Proofreading

Pupils are constantly being exhorted to “proofread your writing,” yet rarely are they provided with practice in proofreading, under teacher supervision. *The Canadian Spelling Program* provides situations in which pupils can practise proofreading.

In order to remove a personal threat, the writing with incorrect spelling is always presented by the “feature character” of each book. In Grade 2, all writing for the proofreading exercises has purportedly been done by “Jelly-Roll.” In Grade 3, Musky the Muskrat is the struggling speller!

It is important, especially in the beginning, that the teacher help pupils with these exercises. Pupils should be asked first of all to read the writing. If they fail to recognize a word, they should understand that this may be a clue to a misspelling. Most, if not all, of the words used in these writings should be in pupils’ reading vocabularies, and a spelling different from what they are used to seeing in reading may interrupt the reading. Pupils then recognize that the interruption is caused by the strange “look” of the word.



6. My mother hase mad a birthday caek.
And now I hav a wish to mak.

Jelly-Roll has been trying to write our verse, but is having trouble with some words.

Help Jelly-Roll.

Write the verse in your book. Be sure to spell the words in the boxes in the right way.



7. Each of Jelly-Roll’s sentences has at least one mistake. Find the problem words and then write the sentences correctly.

Im going home now.
You where there yesterday.
Its time to go rideing.
Maryand Jane went four a walk.
She was play with then.

5. Musky wrote a story, but forgot how to spell some words.
Find the misspelled words and copy Musky’s story in your book.
Be sure to spell all the words correctly.



Once apon a time, there was a quean who was too tiered to cook. She turned on a lite to see wat snacks were in the cupboard. The cupboard was empty. Somebody had taken all the food. What should the quean do?

Pupils should examine each misspelled word carefully (as they do with their own misspellings on the pretests). The word should then be written with the correct spelling on the chalkboard and in pupils' exercise books.

Often the exercise directions will instruct pupils to "Rewrite Jelly-Roll's story. Be sure to spell all words correctly." The teacher must decide whether all pupils will profit from this type of "copying." For some pupils, it will be beneficial in helping them to "overlearn" the spelling of many often-used words.

Word Meaning

Many exercises in "Using Your Spelling Skills" relate to word meaning. The emphasis may be on the meaning of words individually or words in sentences.

The exercises may ask pupils to write a list word that fits the meaning of a sentence, or to put scrambled words in correct sentence order, or to fit a word to its meaning.



5. Musky is getting better at spelling.
Read Musky's sentences. Find the spelling mistakes. Rewrite the sentences correctly.

•The wind blew away my blue hat.
•She could here the old wich crying.
•I have one thousand real dollars.
•We saw a ferry boat crossing the lake.
•I like this book mutch more than that.

1. Finish these sayings by choosing one of the words at the left.

pig
beaver
bear
elephant
mouse
monkey

busy as a _____
tricky as a _____
quiet as a _____
hungry as a _____
fat as a _____
strong as an _____

Write the sayings in your book.
You may want to use one in your writing.

7. Write a list word for each meaning:
- the opposite of "go"
 - means "too"
 - means "nearly"
 - Bats live in them.
 - the first day of the week
 - It has seven days.
 - You might be frightened if you met one.

Extending Generalizations

Pupils need to recognize that they can spell many more words than those in the spelling lists.

Exercises in "Using Your Spelling Skills" help pupils to use spelling generalizations in writing "new" words.

Puzzles and Fun-type Activities

These activities are included to add variety and to extend and enrich pupils' vocabulary and writing skills.

All pupils, including those who spend more time on "Study Helps," should have the opportunity to complete these "fun" activities. Many of them are suitable for group discussion or pupil-team activity.

5. Change the first letter in cow to write new words.

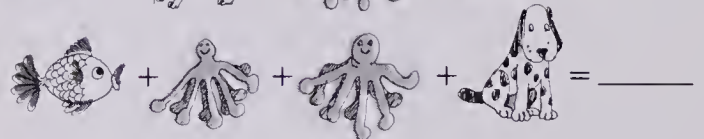
Read your new words. Do they all have the same vowel sound as cow?

Say the picture words. Write the picture words.

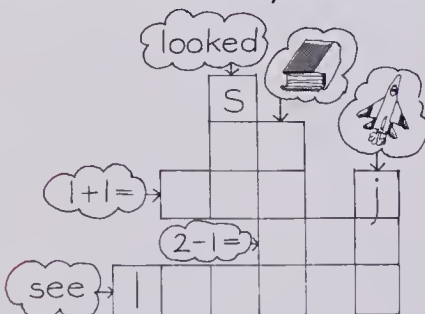


What vowel sound do you hear in the first word? in the second word?

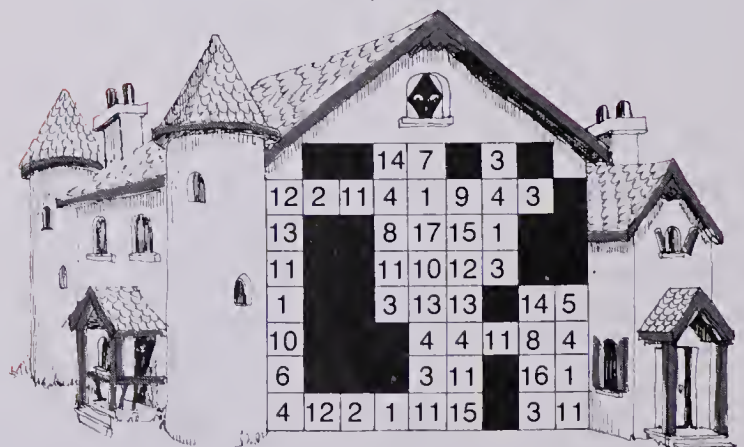
2. Use the starting letter of each picture word to spell words. The first one is done for you.



5. Use the clues to solve this puzzle.
Write the words in your notebook.



3. Use the code below to figure out all the words in "the haunted house."
Write the words in your book.



a	c	d	e	f	g	h	i	m	n	r	s	t	w	y	l	u
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Activities Related to General Subject Areas

Considerable emphasis is placed on words and spelling related to other subject areas—math, science, social studies.

Often the exercise will involve pupils in collecting, from other areas in the curriculum, their own words that fit a spelling generalization or that contain a specific sound or letter element.

Pupils with special spelling difficulties, who cannot be expected to do these activities independently, should not be excluded completely from these enrichment projects. Many of these activities could be class or group projects, from which these pupils will benefit by participating with others in finding and collecting certain words.

Certainly, guidance by the teacher will be necessary in many of these projects, particularly when they are first introduced.

It is essential, too, that the teacher help pupils to organize their spelling notebooks so that special pages are used for “Math Words,” “Science Words,” and so on. Pupils should be encouraged to use these pages in any writing activities related to these areas.

Activities such as “Be a Word Collector” promote interest in words—not only for spelling but for meaning as well.

1. Find plant and animal words that spell the vowel sound /ē/ with **ee**. Add these to your own spelling list. Look in science books. Here are some that you might find: tree seed cheetah.

Be a
word
collector.



1. Find other “travel” words.

Can you find:

- land travel words?

- air travel words?

- water travel words?



List the words in your book. Make sure you have the right spelling for each word.

Unit Test

This is the final step in the instructional sequence—the culmination of the unit. It is a positive reinforcement for pupils who spelled the words correctly on the pretest as well as an accountability measure for pupils who misspelled words and have spent time studying the problem words.

1. The total unit word list should be dictated to *all* pupils regardless of the number of words they had correct on the pretest.
It is recommended that the words be dictated in a different order from the list in the book, which was the order used in the pretest.
2. Pupils should mark their own tests, as in the pretest procedure.
Depending on the maturity and skill of the students, the self-correction can be done by writing a word at a time on the chalkboard, by spelling each word orally, or by having pupils use the word lists in their own books.
3. Teachers should supervise the self-correction closely, not only to ensure that pupils are not overlooking their own errors, but to observe and note the kinds of errors pupils are still making.
This diagnosis helps the teacher to give special help to individual pupils or to create small special-help groups.
4. Pupils should record the unit test score on “My Progress Chart,” in their Spelling Record booklets. (See page 15.)
5. Words misspelled on the unit test should be recorded on the page “My Problem Words” in *My Spelling Record* books or in a special section of the pupil’s notebook. These words become the focus for special study and testing in the *Looking Back* units.

LOOKING BACK

Each sixth unit in the pupil books is a review unit.

1. Review units help pupils to:
 - recall and review the major learnings of the previous five units.
 - reassess their spelling achievement in the previous five units.
 - restudy words that caused special problems in the previous five units.
2. *All* pupils should study the *Looking Back* units, even though some had little difficulty with the words in the regular units. There are two reasons for this recommendation:
 - The regular units require pupils to look at only a few words; for long-term retention of spelling, it is important that pupils work with a longer list periodically.
 - For long-term retention, a skill must be “overlearned”; these *Looking Back* units provide the practice necessary for over-learning.
3. In the *Looking Back* units, pupils are given another opportunity to restudy their problem words. They are reminded again to use the five-step study method with these words.
4. Although no test is specifically called for in the pupil book, many teachers will want to give a review test on the words of the previous five units.

If this plan is followed, it is recommended that the teacher choose only a representative sampling of the words from the units. It is unwise to subject young children to a test of fifty or sixty words.
5. Review tests should be used as achievement reinforcement for the students and as diagnostic tools for the teacher.

Teachers will likely want to correct this review test themselves, to see exactly where individual pupils continue to have problems. Such problem areas should be treated immediately with reteaching and extra practice. This will again reassure pupils that tests serve as learning experiences rather than threatening ones.

SCOPE AND SEQUENCE CHART

[illegible]

THE TEACHER'S EDITION

A Teacher's Edition is provided for each pupil book in *The Canadian Spelling Program*.

The Teacher's Edition contains

- an overview of the program in the Introduction.
- reduced pupil pages with answers to the exercises. The answers are in a second color for the teacher's convenience.
- a statement of the general and particular objectives for each unit.
- a variety of general and specific teaching suggestions for each unit.

These teaching suggestions are not intended to be exhaustive; they are included as *suggestions* or as *extra information* to be used by the teacher in planning teaching strategy.

Unit 1

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /a/ as in cat.
- To write the letter a which spells /a/.

Pretest

For general information concerning the pretest, see page 00 of the Introduction. See also page 00 for suggestions for record forms that you may wish pupils to use.

*Emphasize with pupils that the pretest is just an activity or exercise to help them know which words they already know how to spell and which ones they will have to pay particular attention to. It is important to constantly reassure them that no penalties or stigma will be attached to the test. Tell pupils simply to do their best and that you do not expect that they will know every word.

Explain to the class that during the pretest you will dictate a word, use it in a sentence, and then repeat the word again. Ask pupils to listen very carefully and wait until you have pronounced the word the second time before they begin to write.

Stress the importance of listening carefully to the sequence of sounds in each word and of think-

ing of which letter(s) spell each sound as each word is written. Sentences for the pretest are given for your convenience.

Dictation

I saw a fat cat.
Which one do you like?
We met at the store.
My cat is big and black.
May I have an apple?
Our dog ran after the black cat.
Can you open this for me?
Jane has two pencils.
He is a very tall man.
Did you run as fast as you could?

As soon as you hear the dictation, hear over the words to find each sound in handwriting. Then say each word and they proofread it.

*Have pupils practice by making a list of the word they hear as you write on the chalkboard and write one word, erase it before you say the next word. Some

a
one
at
cat
an
ran
can
two
man
as

Study Helps

1. Read these lines.

One old man and two boys
Ran away from the big, bad



Say the underlined words and listen for the vowel sound. Notice that the letter 'a' spells the vowel sound /a/.

2. Say each picture word. Listen for the vowel sound at the beginning of each word.



Write the four list words that begin with the vowel sound /a/. What letter do you use to spell the vowel sound /a/?

Pretest

How many words did you get right?
Write the words you found hard to spell.

6

The success of a program is dependent on the teacher's knowledge, individual teaching style, and enthusiasm in presenting that program to the students.

How to Study Your Words

You will already know how to spell some of the words in this book, but there might be some words that are hard for you. You will have to study these words carefully.

When you need to study a word, use these steps:

1. **Look** at the word, letter by letter, from beginning to end.
2. **Say** the word to yourself and listen carefully to the sounds.
3. **Cover** the word.
4. **Write** the word.
5. **Check** the spelling, letter by letter, with the word in the list.

If you make a mistake, notice where it is.

Did you make a mistake at the beginning of the word, or in the middle, or at the end?

Was your mistake with a consonant letter, or a vowel letter, or both?

Now do all the steps over again with the same word.

Symbols

Look at these symbols: /a/ /ē/ /är/ /k/.

Symbols like these will be used in every unit.

These symbols stand for sounds. For example, the symbol /a/ stands for the vowel sound you hear at the beginning of the word apple.

The vowel sound /a/ is spelled with the letter **a**.

Read the whole of page 5 with the pupils. Tell them that they should refer to the steps in "How to Study a Word" whenever they want to learn and remember the spelling of a word.

Pay particular attention to the explanation of the sound symbol (/ /) that will be used throughout the book. Try to ensure that pupils understand that the symbol /e/, for example, always stands for the same *spoken sound*, although it may be represented by different *written letters*, such as **e** as in bed or **ea** as in bread.

Unit 1

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear, identify, and discriminate the vowel sounds /a/ as in cat and /e/ as in ten.
- To relate the vowel sounds to their common spelling patterns: /a/ — a /e/ — e.

Pretest

For general information concerning the pretest, see page 13 of the Introduction. See also pages 14-15 for suggestions for record forms that you may wish the pupils to use.

Emphasize with the pupils that the pretest is just an activity or exercise to help them identify which words they already know how to spell and which ones they will have to pay particular attention to. It is essential to reassure them constantly that no penalties or stigma will be attached to the results of the test. Tell pupils just to do their best and that you do not expect that they will know how to spell every word.

Explain to the class that during the pretest you will dictate a word, use it in a sentence, and then repeat the word. Ask pupils to listen very carefully and wait until you have pronounced the word for the second time before they begin to write. Stress the importance of listening carefully to the sequence of sounds in each

1

sat
fat
bang
land
ask
met
set
men
ten
end
to
too

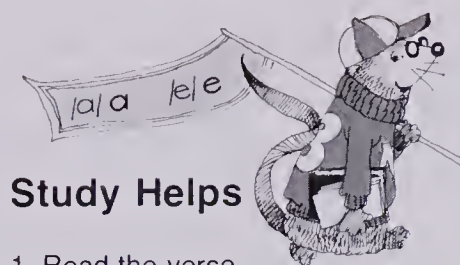
Pretest

How many words did you get right?

If you misspelled a word, look at it carefully.

List the words you found hard to spell.

6

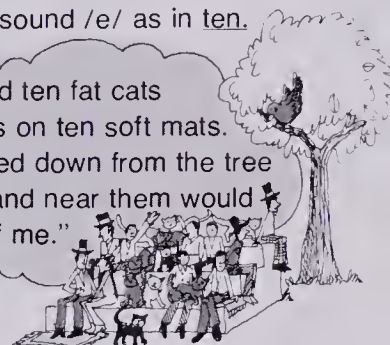


Study Helps

1. Read the verse.

Listen carefully for words that have the vowel sound /a/ as in rat, and words that have the vowel sound /e/ as in ten.

Ten tall men and ten fat cats
Sat on the steps on ten soft mats.
A little bird looked down from the tree
And said, "To land near them would
be the end of me."



Write the words in which you heard the vowel sound /a/. What letter spells the vowel sound /a/? a

Write the words in which you heard the vowel sound /e/. What letter spells the vowel sound /e/? e

2. Write the list words that have the vowel sound /a/. sat fat bang land ask

Write the list words that have the vowel sound /e/. met set men ten end

Write the two list words that do not have either /a/ or /e/. to too

word and of thinking of which letter(s) spells each sound as they write each word.

Sentences for the pretest procedure are given for your convenience.

Dictation

I sat in the front row.

There is a big, fat worm on that leaf.

Our party started with a bang.

That airplane can land on the snow.

Did you ask your mother whether you could go?

We met on the way to school.

We have a new set of dishes.

Those two men are coming with us.

We are leaving at ten o'clock.

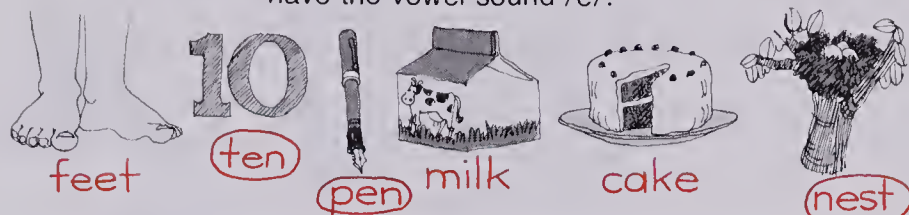
This is the end of the line.

Let's go to your place now.

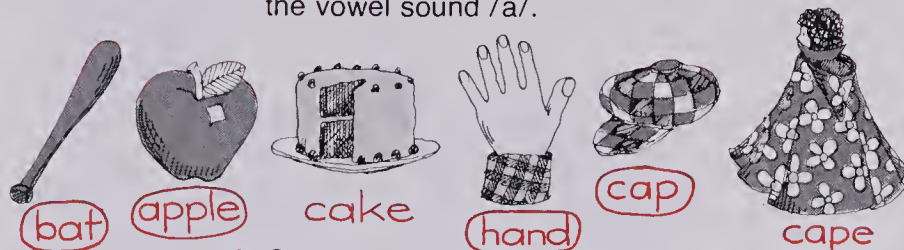
I ate too much.

As soon as you have completed the dictation, have pupils look over the words they wrote to try to find errors in spelling or handwriting. Encourage them to say each word to themselves as they proofread their work.

3. Say the picture words. Write the words that have the vowel sound /e/.



4. Say the picture words. Write the words that have the vowel sound /a/.



5. Say each word. Write the words that have the vowel sound /a/.

sat sand
land fat
sang bang
ask mask

seat sat sand land ate
fat sang bang ask mask

6. Say the words. Write the words that have the vowel sound /e/.

met end send meet men
mean seat set ten mend

met end
send men
set ten
mend

Remember



Usually we use the letter **a** to spell the vowel sound /a/ that we hear in words like cat and apple.
Usually we use the letter **e** to spell the vowel sound /e/ that we hear in words like ten and end.

7

Errors," "How to Use the Personal Spelling Record" and "Record of Spelling Progress," pages 13-15.)

Study Helps

Although these exercises are primarily designed for pupils who exhibited difficulties on the pretest, it is advisable to have all pupils complete these exercises for the first six units. This approach will familiarize pupils with symbols, vocabulary, and exercise patterns; thus, they will be able to work more independently later.

Review the terms *vowel* and *consonant*.

Establish the distinction between *vowel sound* and *vowel letter* and between *consonant sound* and *consonant letter*.

Remind pupils that the symbol / / will always represent a *sound* or *sounds*.

Exercises 1 and 2: Do these exercises with the class. Use a strong auditory approach by enunciating very clearly and ensuring that pupil pronunciation is accurate. Encourage pupils to listen to one another's pronunciation as you elicit oral responses from various pupils.

Children whose native tongue is other than English may have difficulty in identifying or distinguishing those sounds that are not functionally contrastive in their original language. Such children will need extra work in auditory discrimination.

Make sure pupils check the spelling of the words they write.

Have pupils check their own work. (See the Introduction for the rationale for this procedure.) Write each word on the chalkboard and say it. Have pupils check by making a careful comparison of the word they wrote with the one on the chalkboard. Write one word at a time and erase it before you proceed to the next word. Some pupils may need personal assistance in checking their words and examining their errors.

In each unit, check particularly pupils' ability to spell the last two

words in the list. These are words of high utility that were in the grade 2 list. Research has shown, however, that these words are consistently misspelled at every grade level. Two such words are included in each unit list. They should be regarded as part of the spelling list to ensure that pupils do learn to spell them.

Take time to assist pupils in recording their pretest results on the suggested forms or in a similar manner in a section of each child's notebook. (For detailed suggestions, please refer to the following sections of the Introduction: "Record of Spelling

Exercises 3-6: Be sure pupils can identify the pictures and can understand the instructions. Then have most of them complete the exercises independently.

Give help on an individual basis where necessary. Have pupils check their own responses as you conduct an oral answer session.

On the basis of these exercises and the list words, try to get pupils to derive and verbalize the fact that the vowel sound /a/ is usually spelled with the letter **a**; and that the vowel sound /e/ is usually spelled with the letter **e**. Read together with them the "Remember" section to see how the class generalizations compare with those stated in the book.

Using Your Spelling Skills

Exercise 1: Discuss thoroughly the distinction between the homophones. Use plenty of examples to demonstrate that to goes with other words in two ways: (a) to indicate places (to school, to the store, to the camp, to Grandma's); (b) with actions (to run, to jump, to skip, to write, to spend).

Similarly too is used in two ways. Use examples to show (a) that it can come at the end of a sentence and mean *as well* or *also* (I'll come too. Pat can play too. Would you like some too?); (b) that it is used with "describing" words in such phrases as: too small, too hot, too far, too long.

If pupils need practice in distinguishing the two words, you could divide the group into two sides. Have a child on one side

Using Your Spelling Skills

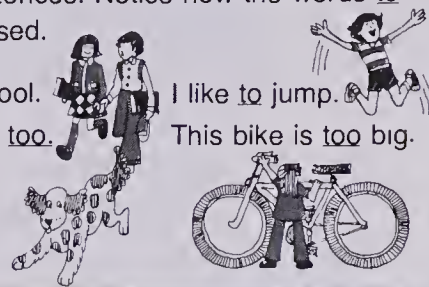
1. Read the sentences. Notice how the words to and too are used.

We go to school.

My dog came too.

I like to jump.

This bike is too big.



2. Your teacher will dictate these sentences.

Ten fat men went to work.

One man worked too hard.

The other men worked hard too.

Did you spell the words to and too correctly?
Check carefully the spelling of all the other words.

Other possible words

fat
hat
pat
rat
sat

3. Write the word cat.

Write new words by changing a consonant letter.
The pictures will help you.



cat



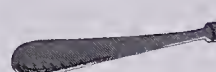
mat



cab



cap



bat



can

8

say a sentence containing one of the homophones and have a child on the other give the spelling (to or too) and the reason for the choice.

Exercise 2: Review the Introduction for an explanation of the purpose of the dictation exercises.

Read the sentences at normal speed and with normal intonation. Read each sentence twice, allowing time for pupils to write the complete sentence. Encourage pupils to remember the sequence of words, but repeat for pupils who are confused.

Dictate one sentence and have the pupils check it by using their books before going on to the next sentence. This procedure provides for immediate feedback as well as closely supervised checking.

Since the remaining exercises in this section contain more complicated instructions than those encountered in "Study Helps," it would be prudent to work orally with the whole class. In this way you can ascertain which pupils have difficulty reading and understanding the instructions,

4. In your notebook draw shapes like the ones below.

Fill in letters that make pairs of rhyming words.

^w ^t ^s ^w ^l
 g e t m e n w e n t h m e n d
 + n n t h e n n d
 + n t n d



Other individual responses

5. Write the two words from each group that have the same vowel sound.

sat set sit mat make bad boat mask
 sat mat bad mask
 red ride bed seed end ask land mean
 red bed ask land

6. Build a tower of /a/ words by starting with the letter **a** and adding one consonant each time to spell a new word.

Here is one example:

a
 a s
 a s k
 t a s k
 t a s k s

Now see what you can do with these two:

Examples:

a
 a t
 m a t
 m a t s

a
 a n
 c a n
 s c a n
 s c a n s

Other individual responses

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

9

group two pairs of words, one pair being similar but not rhyming, the other, rhyming. For example:

band } band }
bend } sand }

mad } mad }
mat } sad }

Ask the pupils to identify the rhyming pairs.

Some pupils may have difficulty in drawing the shapes. Check to find out which children need individual help.

Exercise 6: Pupils will probably find it easier to write the words under each other and then draw the tower rather than vice versa. Some pupils will want to devise more than one solution for each puzzle.

Unit Test

Dictate the entire list of twelve words to all pupils regardless of the number of errors made by each individual on the pretest. It is not necessary to use each word in a sentence, since pupils will be familiar with these words now that they have studied them. Words such as to and too will always require a context to establish their meaning. The order of the words should be changed from that which appears in the original list. Ask pupils to write their words in column form in order to facilitate visual perception and self-correction.

Have each pupil check *his/her* own test. Use the same procedure you used in conducting the pretest self-correction.

Help pupils to record their final results.

and which can read, understand, and carry them out without further help. Having completed this section, you will know the specific needs of the various pupils and what must be done to help them so that they will be able to work independently.

Exercise 3: Make sure that pupils can identify the pictures correctly. Encourage those who are able to do so to add suitable words in addition to those indicated by the pictures.

Exercise 4: Discuss with pupils what is meant by *rhyming words*. Words rhyme if, and only if, their endings have the same *sound*. In this particular exercise, the endings have the same spelling as well, but in later exercises this is not necessarily the case. Then you will have to point out that head rhymes with bed and leaf with chief.

If there are pupils who seem confused, it will be necessary to conduct an auditory discrimination session. Present *orally* to the

Unit 2

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /i/ as in hill.
- To relate the vowel sound /i/ to the vowel letter i.
- To identify syllables by sound.
- To apply the previous skill to learning to spell words of more than one syllable.

Pretest

Dictation

Let's climb to the top of that hill.
It is against the law to kill certain animals.

I was too sick to come to school.
You may pick any flower you like.
This load is a bit too heavy for me.
I hope you feel well by Saturday.
Be sure to tell me everything.
I can smell smoke.

Did you ever go to the hospital?
This is my last sandwich.
I stayed home because I was ill.
That picture is just right for the book.

Conduct the self-correction using the same procedure as in Unit 1. Continue to stress the relationship between pronunciation and the sequence of written letters. Assist pupils in the examination of their errors and in the recording of their pretest results.

2

hill
kill
sick
pick
bit
well
tell
smell
ever
last
because
just

Pretest

How many words did you get right?
If you misspelled a word, look at it carefully.
List the words that you found hard to spell.

10

Study Helps

1. Read the verse.

Listen carefully to the vowel sound in the underlined words.



Will you walk with me
To the top of the hill?
From there we can see
The old lumber mill.

Words like will, hill, and mill all have the vowel sound /i/. How is it spelled? ^{with letter i}
Write the list words in which you hear the vowel sound /i/. Say each one to yourself as you write it. hill kill sick pick bit

2. Now read this verse and notice the vowel sound in the underlined words.



Just smell the smoke
And you can tell,
That it's no joke.
I don't feel well.

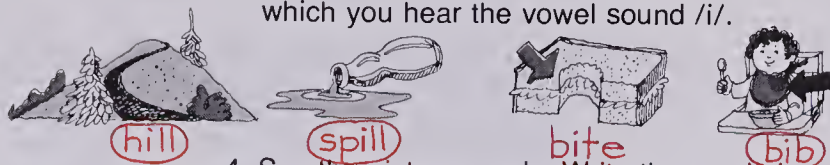
Words like smell, tell, and well all have the vowel sound /e/. How is it spelled? ^{with letter e}
Write the list words that have /e/.
well tell smell ever

Study Helps

The first three exercises should be completed orally in a group situation. Concentrate on accurate pronunciation and attentive listening.

Exercise 1: Review the spellings of /a/ and /e/, using the words pack and peck. Say pick. Ask pupils how the sound of the word differs from that of pack. Write pick on the chalkboard under the word pack. Have pupils identify the letter that is different and relate the difference in letters to the difference in sounds. Repeat, using peck and pick.

3. Say the picture words. Write the words in which you hear the vowel sound /i/.



4. Say the picture words. Write the words in which you hear the vowel sound /e/.



5. Write the list words that rhyme with these words.

fast ~~last~~ will ~~hill~~ never ~~ever~~ sit ~~bit~~
must ~~just~~ bell ~~well~~ spell ~~well~~ kick ~~sick~~
tell tell tell
smell smell smell pick

6. Look at the word because. Say because.
How many parts do you hear? two parts
Think about the two parts.



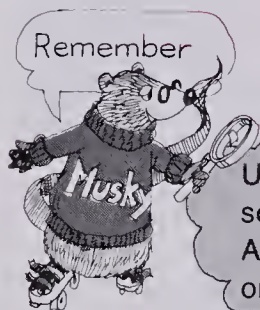
Look at each part carefully.

Now cover the word and write it in your notebook.

Check it. Did you get it right?

The word because has two parts or syllables.

A syllable is a part of a word in which you hear a vowel sound.



Usually we use the letter i to spell the vowel sound /i/ that you hear in words like hill and bit.
A syllable is a part of a word in which you hear one vowel sound.

11

Exercise 6: If the concept *syllable* is new to pupils, it must be taught. Use pairs of names to do this; for example: Pete/Peter; Jan/Janice. Have pupils tap out the parts as they say the names until they can readily distinguish the single-syllable from the two-syllable form. Repeat a number of animal names and have pupils respond with the nonsense syllable da for each syllable they hear, thus:

Teacher	Pupils
cat	da
donkey	da-da
moose	da
beaver	da-da

As the pupils' proficiency grows, add three-syllable names (elephant, buffalo). Encourage pupils to listen for the rhythm of the word and to tap it out as they would the rhythm of a song they are learning. Make sure that they realize that each tap represents a syllable.

When pupils study because, tell them to say the two parts as they look at them. Remind them that, if they make a mistake, they should go over the sequence again — LOOK, SAY, COVER, WRITE, CHECK. Point out that this sequence is the one referred to on page 5.

Remember: Help pupils to formulate the generalizations concerning the spelling of /i/ and the concept of *syllable* in their own words before presenting them with the ones in the text.

Read the verse and tell pupils to listen for the /i/ words. Have them say the /i/ words and listen to each other's pronunciation.

Exercises 3 and 4: Make sure that pupils can correctly identify the pictures. Supervise the writing and checking of the words.

Exercise 5: Review the requirements of rhyme as developed in Unit 1 before starting this exercise. If problems remain, go through the first three or four words, or even the whole set if necessary, with the pupils, until this important idea is consolidated.

Using Your Spelling Skills

1. Your teacher will dictate these sentences.
As you write, say each word carefully.
Think about the sounds and the letters that are used to spell the sounds.

I went home because I was sick.

This hill is just a bit too big.

Did you ever kill a spider?

Check your spelling carefully.

2. Write as many /i/ words as you can by changing the first consonant in each of these words:

bill dill
fill kill
mill sill
will



hill



sit

bit fit
hit kit
lit pit
wit

3. Write as many /e/ words as you can by changing only one consonant at a time in each of these words:

Some examples:

well belt
tell
sell
fell
well
yell

Some examples:

ten den
pen hen
met men



bell



Other individual responses

4. Write these headings in your book:

/e/	/i/

Using Your Spelling Skills

Pupils may still need assistance with the directions for the exercises. Discuss them and work through part of an exercise orally with pupils until they are ready to work independently.

Exercise 1: Stress the correct use of capital letters and punctuation marks as well as spelling in the writing of sentences. Suggest that pupils listen for the intonation pattern or "tune" for clues to punctuation.

Follow the procedure for dictating these sentences that was outlined in Unit 1.

Exercise 4: Encourage pupils to add other appropriate words to the chart. Check that the spellings are correct and suggest that pupils add the new words to their private lists.

Exercises 6 and 7: Urge pupils to look carefully at their own sentences and to check their spelling with the spelling of the words in the sentences in the text.

/e/ /i/
 let fill
 wet in
 mend win
 fell bit
 felt lift
 left

Now write each /e/ word and each /i/ word in the right list.

fill	file	fell	felt	feel
let	wet	win	bit	grind
in	mend	mind	left	lift

5. Find letters that will fit in the spaces to make rhyming pairs of /e/ or /i/ words. Write the pairs of words in your notebook.



Other individual responses

6. Unscramble these sentences by putting the words in the right order.

Then write the sentences in your book.

My pet is sick.
 He just doesn't
 feel well.
 Please pick up
 the last bit of paper.

pet My sick is.

doesn't He just well feel.

Please of paper pick the last up bit.

7. Write answers to these questions.

Your answer must use the word that follows each question. *Individual responses*

Examples: Do you feel sick? (well) *No, I feel well.*

Why didn't you come to the party? (because)

*I didn't come to the party because
 I was sick.*

Unit Test

Your teacher will dictate all the list words in this unit. Check the spelling carefully.

If you misspell a word, write it in your special list.

Unit Test

It will probably be necessary to point out to pupils that we must write in complete sentences, although we often speak in sentence fragments.

Tell pupils to listen very carefully as you dictate each word, and to say the word softly to themselves as they write it.

Self-correction should be done on a word-by-word basis as you write each word on the chalkboard. Some pupils will continue to need supervision and assistance in checking their own work and in recording their results. Have pupils compare their results on this test with those on the pretest.

If some pupils have the same error(s) on both tests, provide some special help with the particular word(s). Try to determine whether the error has persisted because of (a) faulty or careless pronunciation; (b) inability to hear the sequence of sounds; (c) lack of knowledge of a sound-symbol relationship; or (d) failure to study the word.

Unit 3

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /o/.
- To relate the vowel sound /o/ to the vowel letter o.

Pretest

Dictation

We climbed to the top of the hill.
We had to stop several times on our way up.

There were many cows in the meadow below.

The pond had two ducks swimming in it.

Our class really enjoyed this field trip.

This is my best sweater.

Our class is going on a trip today.
I scratched my leg on some thorns.

We set up our tent near the pond.
It was on the left side.

The children were glad they came.

Our leader was a girl.

Remind pupils to proofread their words before they begin checking them.

Check the pretest with pupils and help them record the results.

3

top
stop
cows
pond
class
best
trip
leg
tent
left
they
girl

Pretest

How many words did you get right?
Look at the words you misspelled.
List the words you found hard to spell.

14

Study Helps

1. Read the verse.

Listen carefully for the vowel sound in the underlined words.

We went for a ride
And rode to the top.
Then we started to slide
And we just couldn't stop.

Say the underlined words.

Words like top and stop have the vowel sound /o/.

What letter spells the vowel sound /o/?

Notice that top and stop not only sound alike but they also look alike.

2. Write the /o/ words from your list that match these pictures:



3. Read these words. Write the words in which you hear the vowel sound /e/.

they
tent

leg
lift

beast
left

best
the

went
were
top
leg
best
went
tent
left

Study Helps

Exercise 1: As in the previous units, guide the reading and completion of this exercise. Be sure that pupils have the opportunity to pronounce the words while you and the rest of the class listen for the accuracy of pronunciation.

Review quickly the spelling of /a/, /e/, and /i/ before developing the /o/—o relationship. Help pupils to identify and differentiate the /o/ sound by using such contrasting pairs as tip/top, tap/top, step/stop.

Exercises 2 and 4: Ensure that pupils identify the pictures correctly.

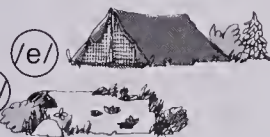
Exercise 3: Insist that pupils read the words *aloud* so that they do in fact *hear* the vowel sounds in the words. Check to see whether there are any pupils who are merely looking at the words and are including words like they and were, which contain the letter e but not the sound /e/. If there are any, have them say the word without looking at the book and listen to the vowel sound. Con-

4. Use the picture and the sound clue to help you find the missing list word. Then write the complete sentence in your notebook.

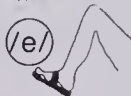
(a) This was the best trip
my class /a/ ever had.



(b) They slept in a tent /e/
next to the pond /o/



(c) One girl fell and hurt her leg /e/



5. Write the list word with /i/. trip

6. Write the three words that do not have any of these vowel sounds: /a/, /e/, /i/, /o/.

cows they girl

7. Look at the word stop.

/s/ /t/

What two sounds do you hear at the beginning?

What two letters spell these sounds? st

Letters like st in a word are called *consonant blends*.

Write pond. pond

Where is the consonant blend in this word? at the end of the word.

Write the other list words in which you hear and see consonant blends. stop pond class

Circle the consonant blend letters. best trip tent left

Remember



Usually we use the letter o to write the vowel sound /o/ that we hear in words like top and stop.

15

The following exercise in auditory discrimination focuses attention on the final element of blends. Compile one set of pairs of rhyming words and another set that rhyme in all but the final consonant, for example:

elf	}	feel	}
shelf	}	field	}

soft	}	fan	}
loft	}	hand	}

pinch	}	punt	}
clinch	}	fun	}

Say the pairs to pupils, selecting them in random order from the two sets. Ask pupils to signal a rhyming pair by raising their hands and a non-rhyming pair by shaking their heads.

Pupils who habitually drop the final element of a blend from their speech will be inclined to signal that all pairs rhyme. They can then be asked to say the words, to listen to you saying the words, and to compare the two. A tape recording of these pupils' pronunciation of the non-rhyming pairs followed by your pronunciation would make the comparison test easier for them.

Having learned to identify final blends, pupils must now be careful to make the distinction in their own speech.

tinued failure to distinguish the /e/ words from the others would point to the need for more work on auditory discrimination.

Exercise 4: Make sure pupils understand what is meant by *sound clues*.

Exercise 7: If there are pupils who are unsure of the concept *blend*, supplement the material in the text so that the concept is thoroughly learned and can be applied to spelling.

Again, you can use contrasting pairs of words, such as rip/trip, lied/slide, lap/clap. Have pupils repeat the pairs of words after you. Identify first the single initial consonant; then tell pupils to listen to the change and to suggest the letter that would spell the added sound.

Many spelling errors arise from faulty or careless pronunciation. Focus attention for a time on final blends. Have pupils listen for the final consonant sounds as they say words like sand, fist, print, pump.

Using Your Spelling Skills

Exercise 1: Encourage pupils to be inventive and interesting when they write their own sentences. Use this opportunity to stress again the necessity for correct spelling, capitalization, punctuation, and handwriting in their written communications.

Pupils should share their sentences with each other by reading them aloud. This could be managed by dividing the class into groups and then having the pupils in each group select the most interesting sentence to be read to the whole class.

Have certain sentences (judiciously selected) written on the chalkboard. Such questions as the following could then be discussed:

- 1. Was the sentence interesting?
- 2. What words would have to be capitalized?
- 3. What punctuation should have been used?
- 4. Were the words spelled correctly?

Vary the quality of the sentences selected, making sure to include some that need no editing.

Exercise 2: If some pupils are unfamiliar with crossword puzzles, it may be necessary to work through this exercise orally before having pupils write the words in their books.

Some pupils might like to make up puzzles for their friends or neighbors. Successful puzzles could be added to the material in your Spelling or Activity Centre.

Exercise 4: Review opposites before doing this exercise. Present pairs of words: good/bad, up/down, clean/dirty. Ask pupils to say how the words are related. If they know the relationship but not the name for it, supply the word *opposites*. If they have difficulties, give other pairs until the concept is grasped. Then check by giving one word and asking for the opposite.

Using Your Spelling Skills

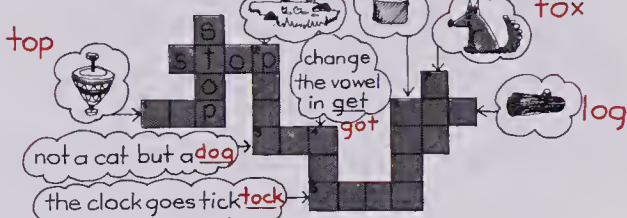
- 1. Write one sentence about each pair of pictures.



Check your own sentences carefully for spelling and punctuation. Individual responses

Examples: The cows slept near our tent. We stop to look at the pond.

- 2. Use all the clues to find the /o/ words that solve this puzzle: pond lock



Write the words in your book. Number the words to match the numbers in the puzzle.

Notice that number 6 has two answers, one down and one across. 1.top 4.got 7.fox 2.pond 5.tock 3.dog 6.lock/log

- 3. Use a word you know to help you spell new words.

Start with the word top and then follow the directions carefully. Write the answers in your book.

- top — Change the /o/ sound to an /a/ sound. tap
- top — Change the /o/ sound to an /i/ sound. tip
- top — Change the beginning consonant to the letter that comes before n. mop

4. Write the list word that means the opposite of each of these words:

go boy right worst
stop girl left best

5. Do you remember alphabetical order? These words are in alphabetical order:

best cows girl leg

These words are not:

tent class pond left stop

In your book, write these words in alphabetical order. class left pond stop tent

6. Use the clues to find the missing words and then write the complete sentence.

We saw two cows near
the pond.
Please stop those girls from going into
the tent.

Check the spelling of each word.

7. Write a sentence or a verse for each pair of rhyming words. Individual responses

stop cop tent went trip ship

Ask a friend to check your spelling.

Examples: 1. The cop asked me to stop.
2. We want to sleep in the tent.
3. We took a trip on a sailing ship.

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

17

Exercise 7: Again, it may be necessary to do this exercise at least in part with the class in order to establish a pattern for future similar exercises.

Unit Test

Continue to dictate all the words to all pupils. The use of context is optional. Give pupils time to reread and rethink their words before you conduct the self-correction. Supervise the marking to see that pupils do not overlook errors.

Check to see whether pupils are making errors pertaining to the vowels so far studied. If any occur, give extra help with hearing and saying these sounds and with associating them with the appropriate letters.

Have pupils compare their unit test results with those of the pre-test. This comparison should include an observation of the kind of error the pupil made. Pupils should record their final scores and *problem words* on their individual charts.

Exercise 5: Make sure that all pupils understand what is meant by *alphabetical order*. If some don't, review the idea. Make sure pupils know what the alphabet is and the order of the letters. If they haven't committed the alphabet to memory, remind them that the alphabet is on page 4 of their texts. Use concrete objects (apple, orange, hat, coat) to demonstrate the notion of order. Determine the initial letter of the name of each object, have pupils find the letters in the alphabet, and have the objects placed in the corresponding order.

Follow this procedure with different sets of objects. As a final exercise, have pupils arrange themselves in alphabetical order by names.

Exercise 6: Since this is the first rebus in the book, be sure that all pupils understand how they are to solve it. Note that pupils should spell the word represented by the numeral "2".

Unit 4

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /u/as in jump.
- To relate the vowel sound /u/to the letter **u**.
- To identify and write words in which the final consonant sound is spelled with double letters as in still and egg.

Pretest

Dictation

Only the sentences are provided. Remember to say the underlined word first, read the sentence, and then say the word again. Remind pupils to wait until you have said the word a second time before writing it.

My dog runs very fast.
He also jumps quite high.
Blackie likes to crawl under my bed.
I won't be ready until noon.
We saw a duck flying overhead.
Try to keep still for a moment.
The wind blew furiously all night.
This is what my dog gets for his lunch.
I had an egg for breakfast.
My grandmother came to visit me yesterday.
Let's go over there and play.
They spent all their money on food.

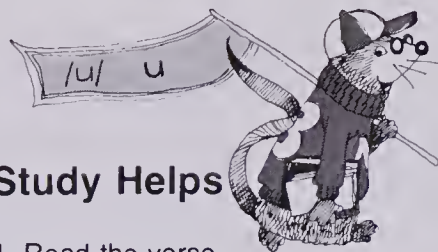
4

runs
jumps
under
until
duck
still
wind
gets
egg
visit
there
their

Pretest

How many words did you get right?
Look at the words you misspelled.
List the words you found hard to spell.

18



Study Helps

1. Read the verse.

Listen for the vowel sound /u/ in the underlined words.



My fluffy puppy can jump and run.
He'll chase the ducks just to have fun.

Notice that the letter **u** is used to spell the vowel sound /u/ that you hear in words like jump and run.

Write the list words that have the vowel sound /u/ in the middle. **runs jumps duck**
Write the list words that have the vowel sound /u/ at the beginning. **under until**

2. **10**

ten

6

six

10
16
sum

Make three lists like this:

/e/	/i/	/u/
gets egg	ten still	until six wind visit runs jumps sum under until runs duck

Now under the right heading, write the list words that have the same vowel sounds.

One of the words should go in two different lists. Which two words will you leave out? **there their**

Study Helps

Exercise 1: Read the verse and have the pupils listen for and identify the /u/ words. When they have found these words, have pupils say the individual words and then check in the text for the spelling of the vowel sound.

Supervise the writing, and check the spelling, of the list words.

3. Look at the way their and there are used.



their car



their house



their toys



over there



Sit there.



There it is.



Copy each of these sentences in your notebook and fill in the blank with either their or there.

(a) We played with their things.

(b) Please stand there.

(c) There is our house.

(d) Their car is over there.

Check to see if you used the right word. One way to check your own work is to see if you could use here in any place that you used there. For example, we could say "over there" or "over here," "sit there" or "sit here." But it wouldn't sound right to say: "here car" for "their car" or "here toys" for "their toys."



4. Look at the word egg. Say it.

It ends in one consonant sound, but we write the sound with two letters — **gg**. This spelling is called a *double consonant*.

Write the other list word that ends with a double consonant. still

Exercise 2: Be sure that all pupils understand the instructions and that they have drawn the headings for their lists accurately. Some pupils may need to be helped to find a couple of words before they can go on with the exercise.

Exercise 3: Help pupils to interpret the pictures appropriately. Encourage them to associate the spelling of these two words with their meaning as illustrated. Help them to understand that their is associated with *things*, and there with *places*.

Exercise 4: Double consonants have already occurred in previous units (hill, smell, class). Use these words to establish firmly that in some words a final single consonant sound is spelled with a double letter. Tell pupils to study the words carefully so that they can remember in which words double consonants appear. Tell them that it helps if they can "take a picture" of the word to store in their "mind file" of words.

5. Write the three list words that have two syllables. under until visit

Remember

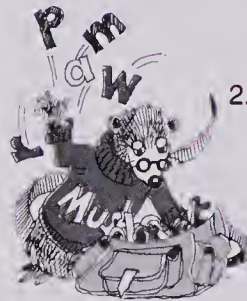


Usually we use the letter **u** to write the vowel sound /u/ we hear in words like up and cup. Sometimes we use a *double consonant* to spell one sound as in egg and class.

Using Your Spelling Skills

1. Use all the clues to find /u/ words that solve this puzzle. Write the words in your book. Number your answers to match the numbers in the puzzle.

1. sun
2. up
3. fun
4. until
5. jumping
6. cup
7. nut
8. cut



2. Musky has lost three vowels and cannot finish these words. Decide what the missing letters are and write the words in your book.

r u ns v i s i t sp i ll e gg
d u ck u nt i l sp e ll w i nd
st i ll g e ts

20

Using Your Spelling Skills

Exercise 5: With some pupils you will have to review the concept *syllable* before they start this exercise.

Be sure that you read and discuss the directions for each exercise before pupils proceed to work independently. Much of the checking of these exercises should be done orally with the class as a whole.

Exercise 3: Have pupils pay particular attention to the "hints" for this exercise. If they do not perceive the connection between under and run, write the two words on the chalkboard and join the corresponding letters thus:

under
run

Check pupil understanding by asking why egg is not the appropriate word for the sentence "This _____ is hard to crack," although egg is a list word and the sentence does make sense.

3. Fill in the blanks in each pair of sentences.

Hints: ➤ The word for sentence (a) can be found in your spelling list.

➤ The word for sentence (b) always has three letters that are in the first word. The first one is done for you.



(a) The opposite of under is over.

(b) The opposite of run is walk.



(a) I will stay here until noon.

(b) This nut is hard to crack.



(a) My dog runs very quickly.

(b) The sun is bigger than the moon.



(a) Did you wind your watch?

(b) I will win this race.

4. Arrange the words in the right order and then write the sentences correctly.

Their house is over there.
My pup jumps until he gets tired.
Tim fell off the ladder.

house there. is over Their
jumps My pup he until gets tired.
off Tim the ladder. fell

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

21

Unit Test

Exercise 4: Remind pupils to check the spelling of the words they have written with the text. Draw their attention to the correct placement of capitals and periods.

Dictate all the list words to all pupils in a sequence that differs from that of the word list. Encourage pupils to listen carefully for oral cues that will help them spell many of the list words. Give them time to proofread their words before you conduct the self-correction.

Help them to record their scores and their problem words on their individual charts.

Unit 5

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ā/ as in lake.
- To relate the vowel sound /ā/ with the spelling a — e.

Pretest

Dictation

We went to the football game on Sunday.

The same two teams were playing.

I swam in the lake on the weekend.

My friend owns a pet snake.

Who gave it to him?

Did you see the skunk cross the road?

My clothes were packed in a big trunk.

We have a huge rock on our beach.

Why don't you sing your song for us?

Who played the part of the king?

Was it your friend who played that part?

There were many people at the game.

Continue to assist and supervise pupils in their self-correction of this test. Pupils will also need some continued assistance in examining their errors and recording their results.

5

game
same
lake
snake
gave
skunk
trunk
rock
sing
king
friend
people

Study Helps

1. Read this verse.

Listen for the vowel sound in each of the underlined words.



I once saw a snake.
Who was playing a game.
It swam in the lake.
And another did the same.

Notice that the vowel sound /ā/ as in game and lake is spelled with the vowel letters a — e.

Write the list words that have the vowel sound /ā/ . game same lake snake gave

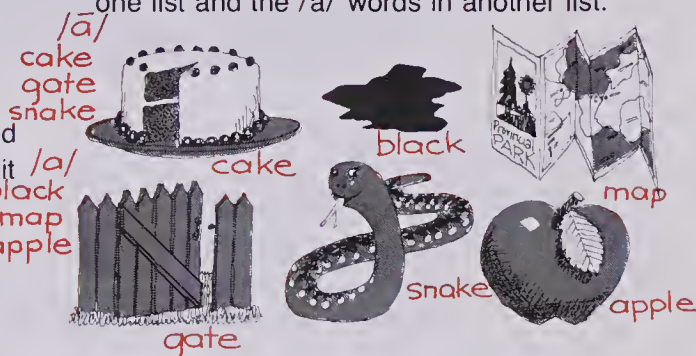
Pretest

How many words did you get right?

If you misspelled a word, look at it carefully.

List the words you found hard to spell.

2. Say the picture words. Write the /ā/ words in one list and the /a/ words in another list.



22

Study Helps

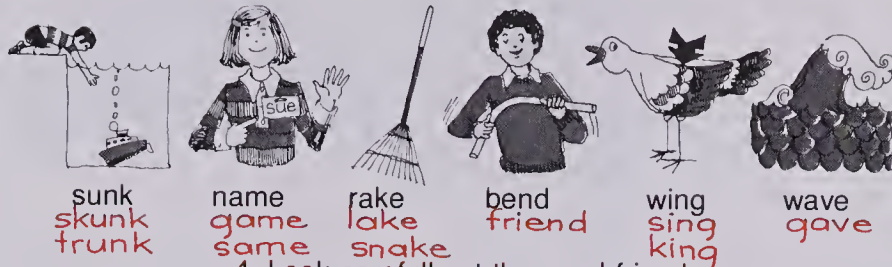
Exercise 1: Since the spelling of /ā/ involves a new principle, it is essential to discuss the a—e pattern thoroughly and completely. Make sure pupils realize that the line between the letters a and e represents a consonant.

Draw attention to the bar (macron) over the a in /ā/ that distinguishes it from /a/. You could also suggest that signs such as this are likely to occur in the representation of sounds to be studied in the future and that the pupils should be on the lookout for these signs.

If more teaching is necessary, the /ā/ and a — e relationship might be developed by the following procedure:

1. Say the words tap, mat, plan.
2. Ask pupils to identify the vowel sound in each word and the spelling of the word.
3. Write the words on the chalkboard.
4. Say the words tape, mate, plane.
5. Ask pupils to identify the vowel sound.
6. Write the new words beside the first words.

3. Find list words that rhyme with each of these. In your book write the picture word and the rhyming words for each.



4. Look carefully at the word friend.

What vowel sound do you hear? /e/

Write the word. Circle the letters that spell the vowel sound. friend

Notice how it ends — friend. Remember that a good friend will stay with you to the end.

The word friend is the only word in which we spell the vowel sound /e/ with the letters ie.

5. Another word you should study carefully is people.

How many syllables do you hear? Two

What vowel sound do you hear in the first syllable? /ē/

What vowel letters spell the vowel sound? eo

The word people is the only word in which we spell the vowel sound /ē/ with the letters eo.



The vowel sound /ā/ is often spelled with the letters a — e.

23

7. Taking each pair (tap, tape, etc.) in turn, ask pupils how the words differ in sound and how this difference is shown in spelling.

8. Apply the generalization to the list words.

You may wish to mention that the a — e pattern is only one way of spelling /ā/ and that there are other ways. Ask pupils to find a word in the verse in which /ā/ is spelled differently (playing).

Exercises 2 and 3: Help pupils to identify the pictures correctly.

Read the directions with pupils to make sure they understand what they have to do.

It may be necessary for some pupils to review /a/ and /ā/ words before starting exercise 2, and “rhyming words” before exercise 3.

Exercises 4 and 5: The words friend and people are repeated from the grade 2 program and need careful treatment. Emphasize their uniqueness as a means of helping pupils fix them in their memories.

Remember: As in previous units, ask pupils to state in their own way the /ā/ and a—e relationship before referring to the text.

Using Your Spelling Skills

Exercise 1: The intention of this exercise is to encourage pupils to apply the spelling rules developed through the list words to similar words encountered during their daily activities. Some methods of dealing with word collections are:

1. a chart compiled during the week and then conveniently filed in the Spelling Centre;
2. individual word lists in each pupil's book;
3. a class dictionary, illustrated by means of pictures from magazines;
4. an indexed collection of words on file cards.



Using Your Spelling Skills

1. Look in your storybook, or in a science book, or some other book you are reading. Try to find some more words that rhyme with the list words. For example, you might find: fame and lame, or bake and fake. Write these words in a special place in your book. **Pupil activity**

2. Use the sound clue to help you find the missing list words in these sentences.

Write only the words in your book.

Bess (/ā/) a (/ā/) to her friend. **gave game**

He can (/i/) a song. **sing**

A (/u/) is black and white. **skunk**

We swam in the (/ā/) **lake**

The elephant has a long (/u/) **trunk**

We played a funny (/ā/) **game**

I threw a (/o/) into the lake. **rock**

Would you like to be the (/i/) of your country? **king**

We have the (/ā/) hats. **same**

You are my best (/e/) **friend**

3. Answer each question in a sentence.

Use the underlined word in your answer.

Individual responses **Examples:**

Where are all the people? **The people are in the tent.**

Who is your friend? **My friend is Ben.**

What game do you like best? **The game I like best is hockey.**

When did you go to the lake? **I went to the lake in the morning.**

Exercise 2: Some pupils may still have problems with the notion of *sound clues*. Make the exercise an oral activity for this group.

Exercise 3: Remind pupils to pay attention to capital letters and punctuation as well as to spelling in their answers. Suggest having a classmate proofread the answers.

Exercise 4: This exercise calls for an oral presentation. Note that each direction calls for a separate task; the directions are not sequential. Each direction pertains to the picture word, as:

- lake
- like
- lakes
- take

Try to evoke "the joy of discovery" as each new word appears.

4. Follow the directions to spell new words.
Write them in your book.

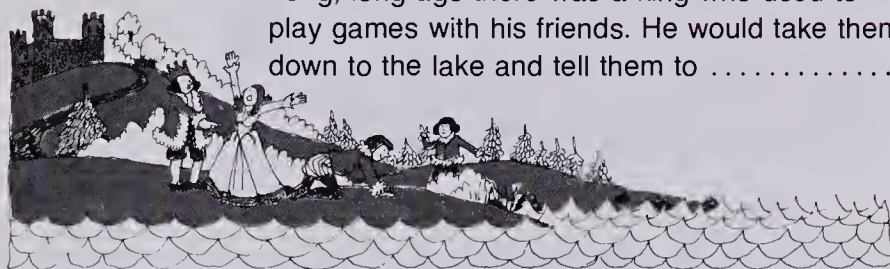


- Write the picture word. **lake**
- Change /ā/ to /ī/. **like**
- Add s. **lakes**
- Change the beginning sound /l/ to the ending sound you hear in **eat**. **takes**



- Write the picture word. **sing**
- Change /i/ to /o/. **song**
- Change /i/ to /a/. **sang**
- Add s. **sings**
- Add **ing**. **singing**
- Change **s** to **spr**. **spring**

5. Long, long ago there was a king who used to play games with his friends. He would take them down to the lake and tell them to



What did the king tell his friends to do?
Look at your list words. Some of them could give you some clues.
Finish the story. **Individual responses**

Unit Test

Your teacher will dictate all the list words in this unit.
If you misspell a word, write it in your special list.

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Unit Test

Dictate the word list in random order so that pupils will listen carefully for each word.

Pupils should continue to write their dictation in column form to facilitate visual perception and self-checking.

Direct pupils to examine the errors that they made in an effort to understand and eventually overcome a particular error.

Check to see which pupils had difficulty with which words in order to know which areas need reinforcement or reteaching in the next unit.

Exercise 5: This exercise requires pupils to use more than a single sentence. Ensure that pupils do not equate "story" with "sentence". Discuss with the class how long a story should be. Stress quality rather than quantity; encourage imaginative responses. You may have to help pupils by discussing some of the possibilities of the situation.

Encourage pupils to proofread their own writing. If a pupil has used a word that has not been in the spelling lists to date and he/she is not sure of the spelling, suggest that he/she check the word list at the end of the book.

Discuss where else pupils might look if the word is not in the list.

Share completed stories by having pupils read their stories aloud or by having them read each other's work silently.

Unit 6

Objectives













- To review and extend the use of those high-utility words listed in Units 1-5.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

- To review and demonstrate understanding of the sound-symbol relationships presented in Units 1-5.
- To review and extend the use of the following understandings as aids to spelling:
 - 1. syllabication
 - 2. double consonants
- To acquire and use a spelling study technique.

Looking Back

1. Most of the list words in the first five units have these vowel sounds:

Sound	Spelling	Examples
/a/	a	 apple  rat
/e/	e	 egg  leg
/i/	i	 pig  windmill
/o/	o	 stop  mop
/u/	u	 umbrella  cup
/ā/	a — e	 gate  snake

Divide your page to make six lists and name them /a/, /e/, /i/, /o/, /u/, and /ā/.
Write each of these words in its proper list:

Looking Back

In lieu of a pretest, each pupil should be required to study those problem words accumulated from the first five units. It is recommended that one period be devoted to the pupils' direct study of their individual problems. In preparation for this self-study, use the chalkboard to illustrate the study technique outlined at the end of exercise 2, and on page 5 of the text.

Exercise 1: Review thoroughly the sound-symbol relationships presented in the first five units.

Have pupils give further examples of list words that have each sound.

Help pupils to divide their pages and then help them place a few words in the right columns. Have them finish the list independently.

/a/	/e/	/i/
fat	well	hill
ask	men	still
and	egg	pick
class	tent	wind
bang	best	visit
land	left	kill
	gets	
	met	
/o/	/u/	/ā/
stop	skunk	same
rock	duck	lake
pond	runs	game
	trunk	snake
		gave

hill	well	best	wind
fat	ask	bang	trunk
stop	men	lake	gets
skunk	and	land	visit
still	pick	rock	kill
duck	class	pond	snake
runs	egg	left	met
same	tent	game	gave

2. Dictation

Your teacher will dictate these words and sentences to you:

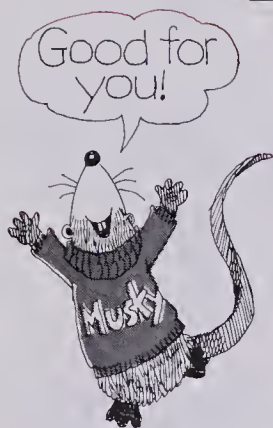
because	they	friend
people	just	girl

May I come too?

We went to their house.

The little duck is still there.

Check your own spelling very carefully by looking at the words and sentences in this book.



Do you remember the study steps that you should use with each word you find hard to spell? Find two words in your special list. Use these steps with the words.

Look at the word carefully letter by letter.

Say the word to yourself and listen to the sounds.

Cover the word.

Write the word.

Check the word carefully letter by letter.

Did you spell the words right?

27

Exercise 2: The use of context for the single words is optional since pupils have already studied the words.

Give pupils an opportunity to use the "study steps" on any words with which they have had difficulty.

Dictate a whole sentence with normal intonation and at a normal pace. Encourage pupils to try to remember the whole sentence and to write it without prompting. However, repeat words if pupils become confused. Dictate one sentence and check it before going on to the next.

3. The vowels are missing from these words. Use the vowel sound beside each group of letters to write the word as it should be spelled.

Sometimes you will have to add two letters.

st ^{sat} /a/	trnk ^{trunk} /u/	smll ^{smell} /e/
bng ^{bang} /a/	sng ^{sing} /i/	gg ^{egg} /e/
vst ^{visit} /i/	srk ^{sank} /ā/	lk ^{lake} /ā/

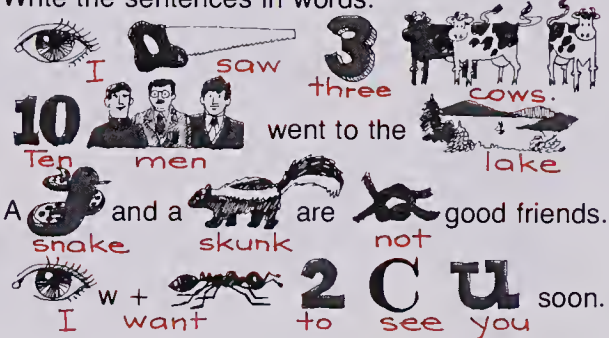


4. Musky wrote some sentences, but is having trouble spelling some of the words. Help Musky find the words that are misspelled. Did Musky leave out a question mark? **yes** Write the sentences in your notebook.

I well come too visit you. will to
Why dont you aks? don't ask
Is that there house? their
There friend is goin with them. Their goin
Can you come to? too

Check your own writing for spelling and punctuation.

5. Read the picture sentences. Write the sentences in words.



Exercise 3: Be sure pupils understand the directions. You may have to help some pupils with the first two or three words; with other pupils, you may have to complete the whole exercise in a group. When pupils are finished, have them write the completed words on the chalkboard, one word per child. They can then check their own words with those on the board.

Exercise 4: Review the Introduction for the purpose of the proof-reading exercises. Because this is the first exercise of this kind in the book, explain the purpose to pupils and work through the exercises with the group. Have pupils read each sentence, identify the misspelled word, tell why it is misspelled, and then write each word correctly — either on the chalkboard or in their notebooks.

Exercise 5: Remind pupils that the picture sentences must make sense when they are written in words; therefore, they must decide whether they are to write the word for what the picture represents, or write the appropriate word that sounds like the word for the picture (or symbol). For example, the first picture is an eye, but pupils write I; the second picture is a saw and pupils write saw.

hill
as
tell
a
k
egg

6. How many of all the list words in the first five units can you use to make a staircase?
Start with the word hill.
Find a list word that starts with the last letter of hill.
Write it with letters going down. Then use the last letter of this word to find the next word, and so on. Look carefully at the sample. Make the staircase as long as you can. *Individual responses*

7. Some words in these sentences are not spelled right because the vowel letters are missing. Use the vowel sound shown beside each sentence to help you spell the words.

Write each sentence correctly.

/o/ We did nt stp at the tp of the hill.

/u/ My dog rns and jmps ntil it's time to eat Inch. *lunch*

/ā/ We played the same gm at the lk. *lake*

/i/ See f t s n the bg box.

/e/ This is the bst tnt we ver had.

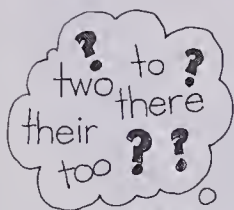
/a/ Tht bng made their ct jump.

8. For each blank, use one of these words:

to, two, too, there, or their.

Write the completed sentence in your book.

- We went to their house.
- Two children ran to the pond.
- We want to go there, too.
- There it is, over there.



Review Test

No review test has been provided. Instead, each pupil should be tested on his/her own problem word list. Such tests could be administered by having the pupils paired and having them dictate the words to one another.

However, you may also wish to devise your own review test. If scores from such a test are to be recorded, a special graph or chart should be devised for this purpose.

Exercise 6: Because this "staircase" exercise will appear in later units, it would be prudent to do it on this first occasion as a class activity. Pupils might like to make staircases of their own.

Exercise 8: This exercise should be done orally to ensure that no confusion remains in the minds of pupils concerning this group of homonyms. Now is the time for them to learn to distinguish the homonyms in spelling and use.

Special Unit: In the Fall

Objectives

- To provide diversity in the regular program.
- To develop awareness of special words related to fall.
- To spell and use in context such special words.

In the Fall

1. Write down words that come to your mind when you think about fall. Close your book. When you've finished your list, open your book and compare your words with these that were written by a grade-three pupil:

autumn	September	school	colors
fall	October	golden	wind
harvest	Thanksgiving		

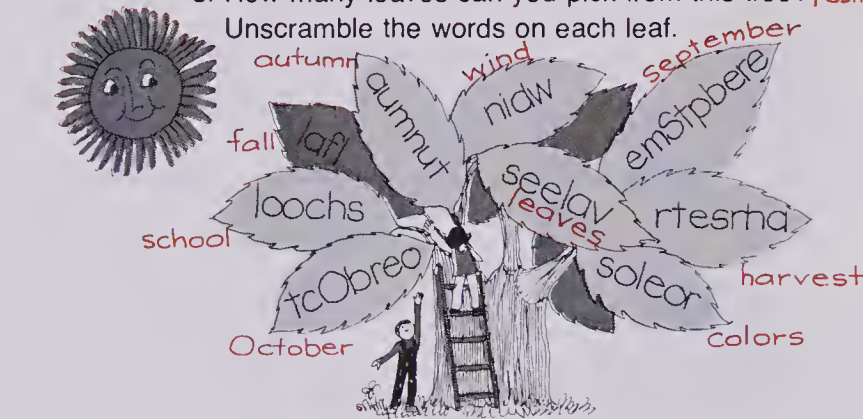
Have someone dictate these words and any others you would like to add.

Did you spell them all correctly?

If not, use the special study steps.

2. Write three words from the list that have capital letters. Why do these words need capital letters?
September October Thanksgiving
Because they are proper nouns (or the names of months and

3. How many leaves can you pick from this tree? *festi*
Unscramble the words on each leaf.



30

Teaching Suggestions

This unit should be combined with other activities related to fall.

No formal pretesting or post-testing is required. The focus should be on word usage through involvement in the exercises and activities provided. However, the exercises should be corrected by pupils as you discuss each question orally.

Exercise 2: Relate the use of capital letters to other proper nouns such as pupils' names, days of the week, and local place names. Try to develop the concept of the one-of-a-kind feature of such words.

Exercise 3: Direct the attention of pupils who are having difficulties to the words listed in exercise 1. Elicit from them the significance of the capital letters in two of the words. Suggest to the pupils that they try starting the word with different consonants or consonant blends, and then see what letters are left.

4. Fall

A leaf is a letter
Written by a tree.
Printed in gold:
REMEMBER ME.

This verse was written by a grade-three girl in Australia.

Can you write a verse about fall? You might like to write about the beautiful colors in fall, or starting school again, or Thanksgiving dinner.

Pupil activity

5. What do these groups of words remind you of? *Fall*

Write a sentence, using each group of words.

- (a) golden autumn *Individual responses*
- (b) school September
- (c) harvest time
- (d) pumpkin pie
- (e) jack-o'-lanterns

6. Solve this puzzle.

(The day before Sunday.) *S a t u r d a y*

e

(I like this pie.) *p u m p k i n*

(This is a farm bird.) *t u r k e y*

e

m

(They fly south.) *b i r d s*

e

(red and gold *c o l o r s*
and brown)

31

You might extend the activities in this unit by having pupils write about activities that pertain more specifically to your particular geographic location and conditions that prevail there. A variety of charts and diagrams could be developed to depict certain activities that are peculiar to your community during this season. Children could develop and categorize words pertaining to weather, sports, clothing, scenery, games, etc. Charts could then be posted in the Spelling Centre or a designated area of the bulletin board.

This theme could also be used to develop a short language-arts unit in which both oral and written expression could be developed. A language-experience approach could be used to proceed from oral discussion and reporting to the development of group and/or individual experience charts.

Since success in this exercise depends on skills that are not acquired by all children at the same age, stress the fun aspect of the activity and avoid any suggestion that it is a test of any kind.

For pupils having problems unscrambling the words, substitute an exercise with the scrambled words in context. For example:

1. We start school again in *emStpbere*.
2. Who has a birthday in *tcOb-reo*?
3. Look at the *solcor* of the leaves!
4. "Who has seen the *nidw*?"

Alternatively, you could tell pupils the first letter of the scrambled word.

Unit 7

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ē/ as in feet.
- To relate the vowel sound /ē/ with the spelling ee as in feet.
- To recognize that plurals can be formed by adding s or by changing the vowel sound as in tooth — teeth.

Pretest

Dictation

- ✓ He is four feet tall.
- ✓ Mr. Jones lives on our street.
- ✓ I am asleep before midnight.
- ✓ Don't forget to brush your teeth.
- ✓ We played noisy games at the party.
- ✓ I was the first to leave.
- ✓ Have you read these books?
- ✓ My dog looks happy when he is fed.
- ✓ My friend saves every penny.
- ✓ Long ago there were dinosaurs.
- ✓ I read a story about ghosts.
- ✓ Every summer we go on a vacation.

Following the dictation, suggest that pupils pronounce each word to themselves as they proofread their list of words.

Tell pupils to check their own work while you write the first six words in column fashion on the chalkboard. While pupils are marking these words, move about to see whether they are able to cope with this number of words. Add the remaining six words to the chalkboard list. Supervise and assist pupils in their self-correction.

If pupils find it too difficult to cope with six words at a single presentation, you may wish to reduce the number to three or

four words; or you may wish to continue checking one word at a time for a while longer.

✕ The list contains many words whose spelling does not show a one-to-one correspondence of sounds and letters: first, books, looks, about. Remind pupils to use the LOOK, SAY, COVER, WRITE, CHECK technique in learning how to spell these particular words.

7

- 12 feet
- 11 street
- 10 asleep
- 9 teeth
- 8 games
- 7 first
- 6 books
- 5 looks
- 4 every
- 3 ago
- 2 about
- 1 summer

street
feet
teeth
asleep

Pretest

How many words did you get right?
Look carefully at any word you misspelled.
List the words that were hard for you.

32



Study Helps

1. Read this verse.

Johnny lives on our street.
These rules he tries to keep:
Brush your hair, and wipe your feet.
And clean your teeth before you're asleep.

Write the underlined words that use the letters ee to spell the vowel sound /ē/ you hear in sheep.

2. In your book, write the picture words. Each word should have the letters ee.



3. Look at these three words and say them to yourself: teeth cheek sheet.

How do we spell the last sound of teeth? th
How do we spell the first sound of cheek? ch
and sheet? sh

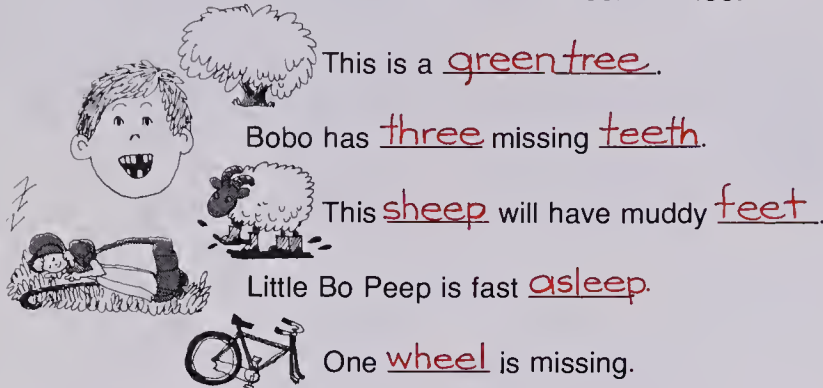
4. Write the two list words that rhyme with hooks.

Circle the two vowel letters in each word.

books looks

5. Use these **ee** words to complete the sentences beside the pictures:

sheep green tree asleep
teeth three wheel feet



6. Read this sentence:

These books have games in them.

Which words mean "more than one"? books games

What letter shows that the words mean "more than one"? s

Read this sentence:

The dentist looks at my teeth.

Which word in this sentence means "more than one"? How would you write this word when it means "only one"? teeth tooth

Look at the words: tooth teeth.

Notice that the vowel sound and the vowel letters in tooth change to mean "more than one."

33

Exercise 1: Although the text suggests that pupils read the verse by themselves, there may be a need to have some of the pupils say the lines aloud, chorally or individually.

Exercise 2: Make sure that pupils correctly identify the pictures in this exercise and in exercise 5.

Exercise 3: Check pupils' pronunciation of the three words in this exercise. Some may use a variant of the /th/ sound and some may fail to distinguish /sh/ and /ch/, according to their linguistic background.

✓ *Exercise 4:* Note that the formal treatment of /ù/ written as **oo** is left until grade 4. The words in the list are of high utility and, if they cause trouble for a particular pupil, they should be learned by using the five-step study method.

Exercise 5: Remind pupils to proofread their sentences and to check the spelling of the inserted words with the word list in the text.

Exercise 6: If necessary, review the concept *plural*. Use concrete materials — pens, books, hamsters, etc. — to illustrate one pen, two pens, etc., to ensure that pupils have a firm grasp of the concept *more than one*.

✓ Stress that the method of spelling plurals by changing vowel sounds is limited to a few common words. Urge pupils to be on the lookout for other examples.

Study Helps

Beginning with this unit, you may want to start individualizing the spelling activities. Pupils who have had no errors on the pretest likely do not need to complete any of the exercises in "Study Helps". They could proceed directly to the activities in "Using Your Spelling Skills" and then use extra spelling-period time for enrichment spelling activities such as adding to their personal spelling lists, studying these words, writing stories or poems, proofreading a partner's writing, free reading, and so on.

For pupils who had errors on the pretest, you might examine the pattern of errors and assign to individual pupils only those exercises in "Study Helps" that give practice in that particular spelling pattern. This type of individualization does take some extra time, but it pays dividends in pupil interest and motivation, and in varying the activities of spelling periods.

For pupils who need all the exercises, conduct them orally.

summer
2 of { asleep
ago
about

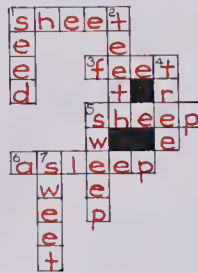
7. Write the list word that has a *double consonant*. Write the two list words that begin with the letter **a**. Write one sentence in which you use these words. *Individual responses*



Many words use the letters **ee** to spell the vowel sound /ē/ as in sheep, teeth, and feet.

Using Your Spelling Skills

- Find plant and animal words that spell the vowel sound /ē/ with **ee**. Add these to your own spelling list. Look in science books. Here are some that you might find: tree seed cheetah. *Pupil activity*
- Look at newspaper ads for **ee** words. Add these to your list. *Pupil activity*
- Use words with **ee** to solve this puzzle. In your book, write the words beside the number.



Across

- Mother puts a sheet on your bed.
- You walk with your feet.
- Little Bo Peep lost her sheep.
- When you are not awake, you are asleep.

Down

- A plant grows from a seed.
- You chew food with your teeth.
- It grows leaves. tree.
- You use a broom to sweep.
- Candy is sweet.

34

Using Your Spelling Skills

Exercises 1 and 2: Encourage pupils to add plant and animal words with **ee** from advertisements to the cumulative list, card file, or whichever system you are using for your Spelling Centre.

Exercise 3: You may want to review with some of the pupils the method for solving crossword puzzles. Remind them that only one letter goes into each box so that the interlocking words must use common letters. Some pupils may wish to draw the puzzle and then fill it in, while others will be content to set out the words Across and Down and their corresponding numbers (just as they are in the text) and then write the words as they find them.

Exercise 4: Remind pupils to proofread their sentences, checking the spelling of the inserted list words. Check informally pupils' writing and spelling.



4. Use list words to complete the sentences. Write the sentences in your book.

Don enjoys the summer games.



She looks at books about famous people.



Maria scored her first goal two weeks ago.

5. Write one sentence for each group of words:

Individual responses

(a) is so tired fall asleep

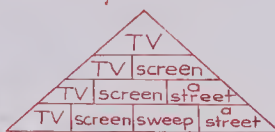
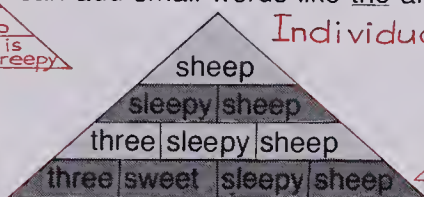
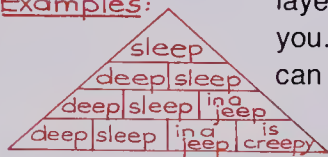
Example: She is so tired she will fall asleep soon.

(b) read books about Olympic games

Example: He likes to read books about Olympic games.

6. Build pyramids by adding one **ee** word to each layer of the pyramid. The first one is done for you. Use the words under each pyramid. You can add small words like the and on, if you like.

Examples:



Individual responses



meet street fleet



jeep deep creepy



screen sweep street

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

35

Unit Test

Exercise 5: Make sure that pupils understand that they are to use the two groups of words in the first row in one sentence. (For example, The baby is so tired he will fall asleep.) Have pupils write the first sentence first, and check to see that the correct groups of words have been used.

Exercise 6: The aim of the exercise is to introduce pupils to more **ee** words. Do at least one example on the chalkboard with the class and, depending on results, assign the rest. Explain that the final line must make sense; thus, A deep sleep in the creepy jeep is acceptable, but A creepy sleep in the deep jeep is not.

Have pupils compare their unit test scores with their pretest scores for the number of words spelled correctly and the kinds of errors made.

Unit 8

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize that /o/ can be spelled with an **o** as in holiday and with an **a** as in call.
- To identify the number of syllables in words with two and three syllables.

Pretest

Dictation

May I use your crayons?
I hope you can stay awhile.
I like to sleep late every Saturday.
We often go skating on Sunday afternoon.
There are seven days in a week.
We heard a story about a terrible dragon.
We saw a bat in the cave.
I always finish my work.
It is almost time to go.
Plants need water; they also need sunlight.
Don't wait for me to call.
Christmas is my favorite holiday.

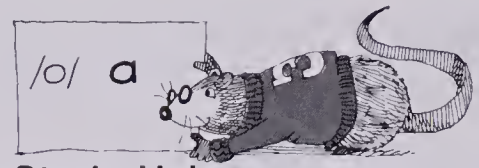
8

may
stay
Saturday
Sunday
week
dragon
cave
always
almost
also
call
holiday

Pretest

How many words did you get right?
If you misspelled a word, look at it carefully.
List the words that were hard for you.

36



Study Helps

1. Read this verse:

On holidays we like to call
On friends we hardly see at all.
We also like it when they say,
"You're always welcome. Come and stay."

Say the underlined words.

What vowel sound do you hear before the consonant l? Write the underlined words. call also
What vowel letter spells this sound in these words? **a**

In some words, the vowel sound /o/ is spelled with the letter **a**.

Write the picture words.

ball



salt



wall



2. Find a word in the verse that has the vowel sound /ā/. Write five more list words that have the same sound. Is the vowel sound /ā/ spelled in the same way in all the words? Which one is different? cave Saturday Sunday dragon cave
3. Write the picture word dragon. Circle the letter that spells the first vowel sound. What letter spells the second vowel sound? **c**

Study Helps

Exercise 1: Have pupils close their eyes while you read the verse to them. Repeat the first two lines and ask them how they would write the vowel sound they hear in the rhyming words. You may have to refer to the first syllable of holidays to help them identify the vowel sound. Then have pupils find in their texts how the sound is spelled. Ask them to add any other words they know that have the same sound-spelling relationships. Remind them, if necessary, of the special unit on

fall. Emphasize the importance of the **a + l** combination to spell /o/ + l in these words. Help them identify the picture words (ball, salt, wall); then ask them to identify the list words that show the spelling of /o/ when it is followed by l.

4. Write five list words that have two syllables as in the word because.
5. The words Saturday and holiday have three syllables. Say each word slowly and tap the syllables as you say them. Each syllable has one vowel sound. Write the words as you say them.
If you have trouble remembering the spelling, use the study steps
LOOK SAY COVER WRITE CHECK
to help you.
6. Write the two list words that start with a consonant blend. stay dragon
Write the list word that ends with a double consonant. call
Write the list word in which you hear /ē/. week

7. Write a list word for each meaning:
 - (a) the opposite of "go" stay
 - (b) means "too" also
 - (c) means "nearly" almost
 - (d) Bats live in them. cave
 - (e) the first day of the week Sunday
 - (f) It has seven days. week
 - (g) You might be frightened if you met one. dragon



Remember

In many words the vowel sound /o/ is spelled with the letter a, as in ball and salt.
Words that have three syllables have three vowel sounds.

37

Exercise 2: The ay spelling of /ā/ is not presented formally in this unit, but this is no reason for not encouraging pupils to attempt to formulate a generalization.

The pupils who fail to identify cave as an /ā/ word obviously need to review — the ae spelling of /ā/.

Exercise 4: A review of the concept of syllable may be necessary with some pupils.

Exercise 5: Have pupils look at the words as they tap out the syllables. Tell them to note the vowel letter in each syllable. Suggest that, for the purpose of learning the spelling, they pronounce the vowel sounds clearly, however slurred they may be in normal speech.

Exercise 6: Be prepared to review blends and double consonants. If pupils want to class the consonant groups in the middle of Sun-day, always, almost, and also as blends, have them listen to the break that occurs when they divide the words into syllables (Sun-day, al-ways, al-most, al-so). Contrast this situation with the initial blend of dragon, in which the consonant sounds are inseparable.










Using Your Spelling Skills

1. Write these arithmetic words in your special list.
Circle the words in which you can hear three syllables as in holiday.

<u>addition</u>	<u>subtraction</u>	multiplication
divide	equals	problem
carry	<u>division</u>	<u>dividend</u>

Use the study steps with any of these words you find hard to remember.

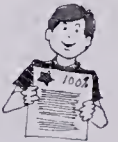
2. Which of these food words have the vowel sound /o/ you hear in call? Write them in your notebook. almond salt cauliflower walnuts

almond 	cabbage 	crab 
salt 	cauliflower 	ham 
bacon 	walnuts 	currants 

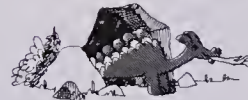
3. Complete these sentences with one of the list words.



He is always right.



Christmas is my favorite holiday.



I read a book about a dragon who lived in a cave.



There is no school on Saturday and Sunday.

Using Your Spelling Skills

Exercise 1: This exercise should be a group oral activity for many pupils. Check pupils' pronunciation of the words, making certain that no syllable is slurred or omitted.

If some pupils have trouble, have them look at exercise 5 on page 37, do (or redo) this exercise, and then use this same method with exercise 1 on page 38.

Exercise 4: Be sure that pupils understand how the code works and that they identify the objects correctly. You may find it necessary to work through all three parts with some pupils on this first occasion.

Exercise 5: If you feel that the dictation is too extensive for some pupils, write the verse on the chalkboard, omitting certain words.

On _____ we like to _____.

On _____ we hardly _____.

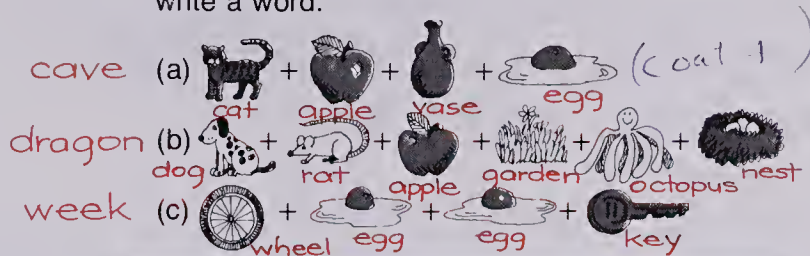
We _____ like it when _____.

"You're _____ welcome.

Come _____."

Have pupils write the whole verse, filling in the missing words as you say each line.

4. Use the beginning letter of each picture word to write a word.



5. Dictation

Your teacher will dictate the verse for you.

On holidays we like to call
On friends we hardly see at all.
We also like it when they say,
"You're always welcome. Come and stay."

Check your own spelling and punctuation.

6. Add a line to make rhymes: Individual responses

Examples: • I like Sundays best of all
I spend them playing ball.

• I thought I saw a dragon in a cave
I was scared, and so was Dave.

also
call
dragon
holiday
may
Sunday
week

7. Write these words in a list in alphabetical order:
week also call may Sunday dragon holiday

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

39

Exercise 6: Help pupils complete the first two-line verse, before letting them try the second independently. Encourage them to say the first line several times to see whether an idea comes. If they still have trouble, get them to suggest rhyming words, and try to build up phrases. For example:

I like Sundays

_____ better on

Saturdays

(band) plays

etc.

Exercise 7: If pupils have problems, refer them to exercise 5 on page 17.

Unit Test

Since this unit involves the learning of many words that do not show a common spelling pattern, check to find out whether the same mistakes are being made in the pretest and final test. If such is the case, find out how systematically pupils are applying the five-step learning procedure, and, if necessary, reread page 5 with them to remind them of all the steps.

Unit 9

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objective

To recognize that /i/ can be spelled **igh** as in night.

Pretest

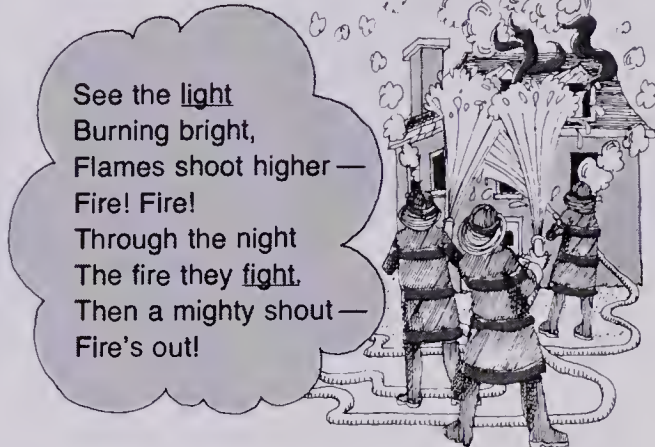
Dictation

Put the chair on this side of the room.
Look inside the package.
✓ have met him many times.
✓ We were too tired to come.
✓ We saw a light in the window.
✓ There was a dog fight in the street.
✓ Joe kept his room tidy.
We felt the cool lake breeze.
In the story the fairy queen was beautiful.
Take care when you cross the street.
A new family moved to our town.
The story started with "Once upon a time."



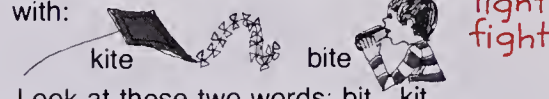
Study Helps

1. Read the verse.



See the light
Burning bright,
Flames shoot higher —
Fire! Fire!
Through the night
The fire they fight.
Then a mighty shout —
Fire's out!

Write the two underlined words that rhyme with:



2. Look at these two words: bit kit.

Say them.

Now look at these two words and say them:

bite kite.

What is the vowel in bit and kit? /i/

What is the vowel in bite and kite? /ī/

How do we show the difference in the vowel sounds? In bite and kite there is an e at the end

side
inside
times
tired
light
fight
kept
felt
queen
care
our
upon

Pretest

How many words did you get right?
Write the words you found hard in your special list.

40

Study Helps

Exercises 1-4: These exercises introduce a variant spelling of /ī/ and involve the review of the more common i—e spelling.

The number of words demonstrating the **igh** spelling is limited, but the words are common. In a few words, high and sigh, for example, the letters **igh** occur at the end of the word; the only consonant that follows the **igh** spelling is t.

In reviewing the i—e spelling, refer to the previously studied a—e spelling and suggest to pupils that they be on the lookout for other vowel + consonant + e spellings.

3. What is the vowel sound in lit and fit? /i/
 What is the vowel sound in light and fight? /ɪ/
 How do we show the difference in the vowel sounds? In light and fight /ɪ/ is spelled igh.
 Notice that in some words /ɪ/ is spelled with the letters igh.
4. Write the other list words that have the vowel sound /ɪ/. side inside times tired light fight
5. Write two list words that have the vowel sound /e/. kept felt
 Circle the consonant blend in each word. In which word is the consonant blend hard to say? kept
6. Write a list word that rhymes with care. bear
 Look at the word care. Say it.
 When a vowel sound is followed by /r/, it is sometimes difficult to decide what vowel letter should be used.
 We show the vowel sound you hear in care like this: /ā/.
 Write care.
 What other vowel letter must you remember? e
7. Write the list word for this picture: queen
 Say the word. We hear the consonant sounds /kw/ at the beginning of this word.
 What letters spell these sounds? qu

The letter q is always followed by the letter u.

Exercise 5: Discuss the difficulty of the **pt** blend. Have pupils listen to each other say the word in a short sentence or phrase.

Note the tendency to drop the final /t/. Tell pupils that saying words carefully helps them spell correctly.

Exercise 6: Use the picture simply to elicit the sound /ā/; do not introduce the written word bear at this point. A more complete treatment of /ā/ comes in Unit 25.

8. Write the list words in which you hear two syllables.

These words are *compound words*.

Remember



In some words we use the letters **igh** to spell the vowel sound /ī/.
That's a bright idea!

Using Your Spelling Skills

1. The letters in these words can be re-arranged to form list words. Write the words in your notebook.

dies mites left race tried
side times felt care tired

kites flying
sky high
light butterfly
glide higher
climb tiny
dime fly
summertime

2. List all the /ī/ words in this verse:

Kites are flying in the sky.
High in the sky —
High in the sky —
Kites are flying in the sky.



Light as a butterfly they glide,
And higher still they climb.
Now they're tiny as a dime.
It's fun to fly kites in summertime.



i-e
igh

How many different ways is the vowel sound /ī/ spelled in your list of words?

Exercise 8: Develop the distinction between two-syllable words and compound words by having pupils look back at the previous exercises on syllables (page 38, exercise 1, for instance) and compare the two parts of the word problem with those of inside.

In the case of carry, some pupils may think that it is a compound word because it contains the word car. Elicit from them the meaninglessness of -ry and help them formulate the principle that a compound word consists of two separate words and is associated in meaning with both.

Using Your Spelling Skills

Exercise 2: Suggest that pupils list the words in columns, starting a new column for each spelling of /ī/. This method will help them "discover" the variety of ways of spelling /ī/.

3. Write list words to match these meanings:

- (a) not heavy, but light
- (b) not your boat, but our boat
- (c) not peace, but a fight
- (d) not given away, but kept
- (e) not a king, a queen
- (f) not outside, but inside

4. Finish the sentences to form a verse. Write them in your book. *Individual responses*

Examples: • The old cook was fired
Because he was always too tired.
• To jump a cliff I wouldn't dare.
I know I must always take care.

5. Musky wrote a story, but forgot how to spell some words.

Find the misspelled words and copy Musky's story in your book.

Be sure to spell all the words correctly.



Once ^{upon} a time, there was a ^{queen} ~~quean~~ who was too ^{tired} ~~tiered~~ to cook. She turned on a ^{light} ~~lite~~ to see ^{what} ~~wat~~ snacks were in the cupboard. The cupboard was empty. Somebody had taken all the food. What should the ^{queen} ~~quean~~ do?

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

43

Unit Test

Exercise 5: (Review the Introduction for the purpose of the proof-reading exercises.) In this exercise, the misspelled words are identified. For each word have pupils explain the spelling error and give the correct spelling. After pupils have written the story, have them check their spelling with the word list on page 40.

Have pupils compare their performance on the pretest with that in this test. Check for pupils who have misspelled the same word(s) on both tests. Spend extra time with these pupils to determine the cause. Check their pronunciation of the words and help them use the five study steps.

Unit 10

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To understand the concepts of base words and inflectional endings.
- To identify base words and inflectional endings.
- To apply this knowledge as an aid to spelling selected inflected words with **-ing** endings such as camping, getting.

Pretest

Dictation

We went camping in the Rockies.
The campers were looking for firewood.

✓ The children like running down the hill.

It is getting too late.

✓ I hope you are doing a good job.

✓ I ate the last apple.

We were ready for soft, warm beds.

✓ Maybe you would like to help me.

✓ I will help you later.

The forest fire was started by a careless camper.

Nobody said a word.

We enjoyed a cool morning swim.

10

camping
looking
running
getting
doing
ate
soft
maybe
later
fire
said
morning

Pretest

How many words did you get right?
If you made a mistake, write the word in your special list.

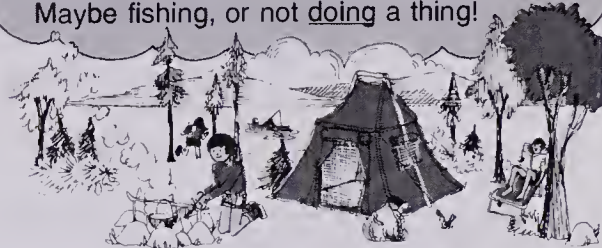
44



Study Helps

1. Say this verse to yourself.

In the woods we went camping,
Getting the fire out stamping, stamping.
Running and looking for the flowers of spring
Maybe fishing, or not doing a thing!



Write the underlined words.

Notice that all these words have the ending **-ing**.
Take the ending off camping. Write camp.
Camp is a *base word*.

You can add endings like **-s**, **-ed**, and **-ing** to base words.

Look at getting.

The base word is get.

What was added to the base word before the ending **-ing**? **+**

Write the base words of the other words underlined in the verse. *camp run look do*

Study Helps

Exercises 1 and 2: It will probably be necessary for you to spend some time on the concept of adding inflectional endings to base words. Use verbs — walk, pick, mark — to which the inflectional **-s**, **-ed**, and **-ing** endings can be added without making any changes in the spelling of the base words.

Bring out the awareness of **-ing** as a syllable by having pupils tap the rhythm of such pairs as camp/camping, run/running, play/playing.

Read exercise 1 with pupils.

2. Write one word that tells what the people in each picture are doing.



camping



washing



running



smelling



reading



digging

Underline the base words in the words you wrote. To which base word did you add a run letter? Circle the extra letter. (ordig)

Write running and getting.

Notice that when a base word ends with one vowel and one consonant, we double the last consonant letter before adding -ing.

3. Write the list words that rhyme with these words.

Write all the words in your notebook.

tire, wire, fire

fed, led, said

loft, soft

late, crate, ate

skater, later

4. Say the word said. What vowel sound do you /e/ hear? What letters spell this vowel sound? ai

Remember



When a base word ends in one vowel and one consonant, double the consonant before adding -ing, as in

get + t + ing

run + n + ing

Since failure to double the final consonant before an ending is a common spelling mistake, use many other examples to establish the rule. List the words in columns. For example:

run	running
get	getting
rub	rubbing
spin	spinning

All the exercises in this section require oral presentation and discussion if they are to be most effective.

Exercise 4: Point out that said and says are odd words, in which the vowel sound /e/ is spelled ai and ay respectively. The only word to share this spelling is again.

Remind pupils to use the five-step study method if they have any difficulty.

Have pupils circle the single and double consonants in each pair:

run running.



Using Your Spelling Skills

1. Use list words with the ending **-ing** to complete these sentences. Write only the words in your notebook.

- (a) We took a tent when we went camping
 (b) Ronnie and his dad were looking for the lost turtle.
 (c) Jan was doing her best work in her new notebook.
 (d) As soon as I sneezed, I knew that I was getting a cold.

2. Look at the list of words. Which one would come first in alphabetical order? ate

Look at looking and later. They both begin with the same letter.

When you have words that begin with the same letter, look at the second letter.

Now we know that later comes before looking because **a** comes before **o** in the alphabet.

Which other two list words begin with the same letter? Which word comes first? Now write all the words in alphabetical order.

maybe } or { said
 morning } { soft

Alphabetical order:

ate
 camping
 doing
 fire
 getting
 later
 looking
 maybe
 morning
 running
 said
 soft

3. Letters are missing in some of the list words that are used in this story. Think what letters are missing. Then write the story.

Mom and Dad and all of us went camping.

All morning we spent looking for a place for our tent and getting wood for the fire.

46

Using Your Spelling Skills

Exercise 2: This exercise requires alphabetizing with the second letter. If your pupils have not encountered this idea, do the exercise with the group.

If pupils need extra help, use other pairs or groups of words drawn from previous lists; for example, tent, trip or Saturday, Sunday.

If pupils have no problems with second-letter alphabetizing, present them with also, always, and almost and encourage them to verbalize the rules that would apply to using the third letter to alphabetize.

Exercise 3: This is proofreading with a difference. Point out to pupils that the words to be completed are all list words. Emphasize the importance of context; the completed words must fit the sense of the paragraph.

Remind them to proofread all the words in their writing to check for errors in copying.



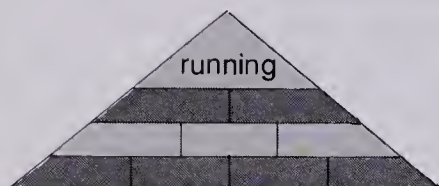
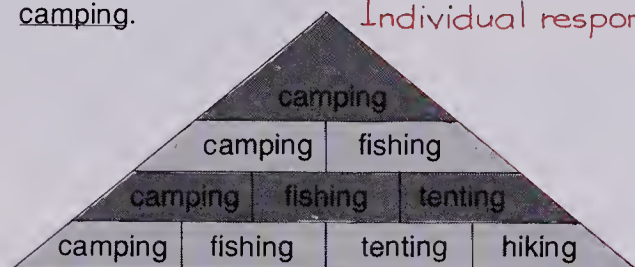
"May we have some so f t marshmallows?"
I asked.

Dad s a d, "Maybe later, after we finish
d oing the dishes."

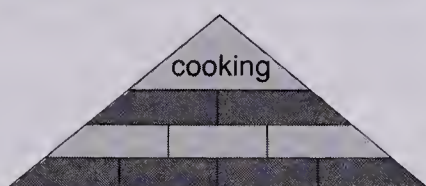
We at e our supper and went to bed under the
stars.

4. Try to build **-ing** pyramids by adding one **-ing**
word to each layer. The first one is done for you.
Notice that all the words belong with the idea of
camping.

Individual responses



Clue: What other kinds of things
like running can you do?



Clue: What do you do
after cooking?

Unit Test

Your teacher will dictate all the list words in this unit.
If you misspell a word, write it in your special list.

47

Exercise 4: Work through one
pyramid orally with pupils, if
there are any signs of difficulty. If
problems arise with the "cook-
ing" pyramid, suggest that pupils
think of activities associated gen-
erally with cooking such as mix-
ing and beating or boiling and fry-
ing.

Check all words for correct spell-
ing. Suggest that pupils add the
words they use to their private
spelling lists.

Unit Test

Check pretest and final-test
results to find out whether mis-
takes in doubling occur in both. If
such is the case, review or
reteach exercises 1 and 2 of
"Study Helps".

Unit 11

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ē/ as in clean.
- To recognize that /ē/ can be spelled in several different ways.
- To apply this knowledge as an aid in spelling words with the /ē/ sound.

Pretest

Dictation

What did you mean when you asked that question?

✓ Please clean the paint brushes.

Don't come near me; I have a cold.

A year has twelve months. *lunch.*

✓ The dog is eating his breakfast early.

Being kind to animals is a lesson all should learn.

The concert began at seven o'clock.

We had tuna sandwiches for lunch.

You must check your work carefully.

✓ She rode her bike along the path.

✓ Could not finish my work.

✓ Would you like some milk?

11

- 1 mean
- 10 clean
- 5 near
- 11 year
- 6 eating
- 12 being
- 2 began
- 9 lunch
- 4 must
- 8 along
- 7 could
- 3 would

Pretest

How many words did you get right?
If you made a mistake, look at the word carefully. Where was it wrong?
Write the word in your special list.

48



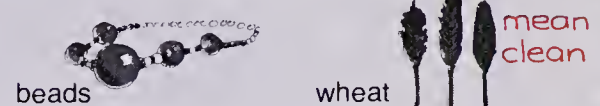
Study Helps

1. Read the verse.

Dad, what do you mean
My room must be clean?
I cleaned it last year —
Oh, no, don't come near!

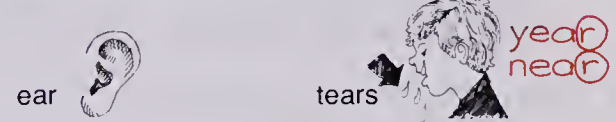


Write two underlined words in which you hear the vowel sound /ē/ as in:



What vowel letters spell /ē/? **ea**

Write two underlined words in which you hear the vowel sound /ē/ as in:



What vowel letters spell /ē/? **ea**

Circle the letter that comes after the letters **ea**.

Say the words. Listen carefully for /ē/ and /r/.

Study Helps

Exercise 1: Begin by reviewing the **ee** spelling of /ē/ (Unit 7). Tell pupils that in this unit they will study another spelling pattern for /ē/. Say the verse chorally with pupils and discuss the spelling of /ē/.

Because of the influence of the letter **r** on the vowel sound in the words ending in **ear**, pupils may have difficulty in identifying the vowel sound as /ē/. Have them say the word near slowly two or three times and compare the first two sounds with those of the word knee.

2. I would do it if I could.

Write the underlined words.

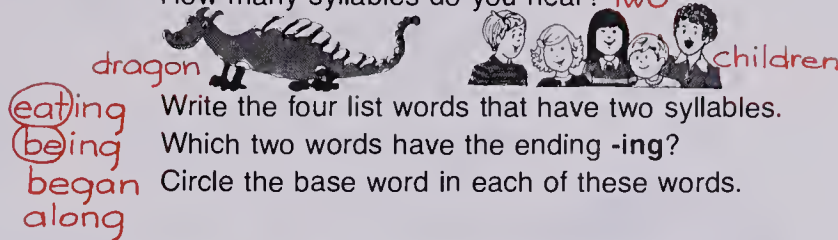
What letters spell the vowel sound? ou

What letters spell the last sound? d

Use the study steps with each of the words.

3. Say the picture words.

How many syllables do you hear? Two

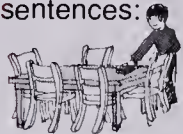


Write the four list words that have two syllables.

Which two words have the ending -ing?

Circle the base word in each of these words.

4. Write ea in your notebook to finish these sentences:



The table must be cleaned after we finish eating.



I will check the dictionary to see what the words mean.



Don't come near with that stick.

Remember



The first day of this year was Wednesday.

In some words, like clean and year, we use the letters ea to spell the vowel sound /ē/.

Exercise 2: In discussing words such as could and would, do not talk about "silent letters" because, although this may be a help in reading, it is of no help in spelling, where we start with the sound of the total word. Emphasize rather that the final sound in could and would is spelled with the letters ld.

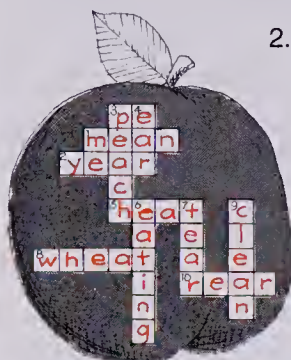
Exercise 3: Since only syllables are being identified, it doesn't matter whether pupils identify the second picture as children smiling, singing, or anything else, providing that the word has two syllables.

Exercise 4: Remind pupils that the missing words can all be found in the word list.

Using Your Spelling Skills

1. Write **ea** words that match these meanings:

- | | |
|-----------------------------|------------------|
| (a) dinner or breakfast | m <u>e a</u> l |
| (b) comes from animals | m <u>e a t</u> |
| (c) a fruit with fuzz on it | <u>p e a</u> ch |
| (d) You do this to eggs. | b <u>e a t</u> |
| (e) used to make flour | wh <u>e a t</u> |
| (f) makes dough rise | y <u>e a s</u> t |
| (g) a holiday meal | f <u>e a s</u> t |



2. Find the right words for this peachy puzzle.
Each word will have the letters **ea**.

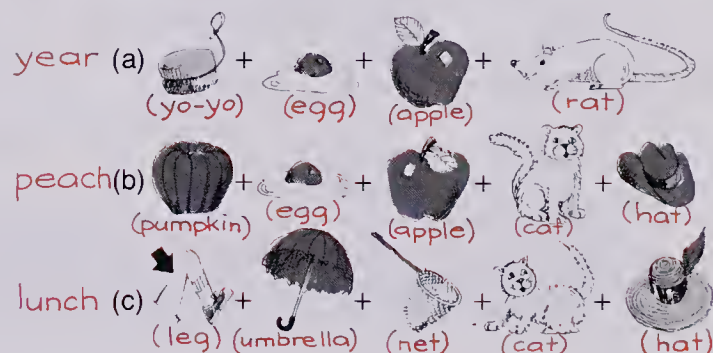
Across

1. not kind mean
2. has 12 months year
5. The sun gives heat
8. grows on the prairies,
used for flour wheat
10. not the front, but
the rear

Down

3. fruit with fuzzy covering peach
4. You hear with your ear
6. You are doing this at
dinner. eating
7. It comes from your eyes. tear
9. not dirty, but clean

3. Make words using the first letter of each picture word.



50

Using Your Spelling Skills

Exercise 1: Suggest that pupils add the non-list words to their private lists.

Exercise 2: Review the system for setting out answers to crosswords that pupils used previously. Remind them to pay careful attention to the numbers on the puzzle.

Discuss with pupils how they can use the common letters from interlocking words as clues.



If some pupils are having trouble with such puzzles, work on the puzzle with them in a small group. Have the clue read, the word identified orally, and then have each pupil write each word independently.

Exercise 3: Review briefly the code; check that the symbols are identified.

Do the first exercise with pupils who seem unsure of this kind of exercise.

along (d)  +  +  +  + 
(apple) (lamb) (octopus) (nut) (goose)

eating (e)  +  + 10 + ing
(egg) (apple) (ten)

being (f)  +  + ing
(bat) (egg)



4. Use the picture clues to finish these rhymes. Individual responses

Examples:
(a) People came from far and near
(To be together this time of year.)

(b) I could hear the crunch
(As she munched her lunch.)

5. Read the verse again.

Dad, what do you mean
My room must be clean?
I cleaned it last year —
Oh, no, don't come near!

Ask your teacher or a friend to dictate the verse to you.

Then use your book to check the spelling of each word.

Unit Test

Your teacher will dictate all the list words in this unit.
If you misspell a word, write it in your special list.

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Exercise 4: Again, give all the help you can to struggling pupils so that verse-writing can be fun and successful, rather than a chore. Make it a group activity for some, suggest rhyming words for others, and even supply a scrambled last line for the desperate so that they too have a verse.

Exercise 5: This verse provides an opportunity to relate punctuation to intonation patterns. Before giving the dictation, ask pupils to listen to what your voice does before each punctuation mark and note the mark. Discuss particularly the *dash*; in this instance, it indicates that the speaker wasn't quite finished with the sentence before he/she broke off and started another sentence.

Unit Test

Remember to dictate the words in a different order from the pretest.

Check pupil self-correction.

Unit 12

Objective

To review and extend the use of those high-utility words listed in Units 7-11.

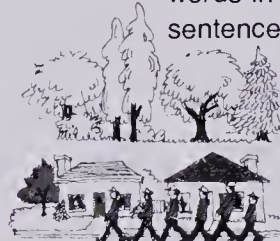
Enabling Objectives

- To apply knowledge of the following sound-symbol combinations in writing words:
 - /ē/ spelled **ee** as in sheep
 - /o/ spelled **a** as in always
 - /i/ spelled **igh** as in bright
 - /i/ spelled **i — e** as in times
 - /ē/ spelled **ea** as in near
- To know when to write a double consonant before adding the ending **-ing**.

Looking Back

- Look at your special list of hard words.
Have a friend dictate them to you. If you make a mistake, use the study steps
LOOK SAY COVER WRITE CHECK
with each word.

- If you found the **ee** words hard to spell, write words in your notebook to complete the sentences.



The tr ees are gr een in summer.

We heard the sound of tramping f ee on the str ee.



I brush my t eth before I fall asl ee.

Remember that we use the letters **ee** in some words to spell the vowel sound /ē/.

- Write all the words in which the letter **a** spells the vowel sound /o/ as in salt.

fall
also
small
always
call
almost
stall

fall	small	almost
also	always	fast
call	pat	stall

In the words you wrote, what letter comes after **a**? The letter l

Looking Back

This is a review unit; thus no pretest is suggested. Pupils should spend time in this unit reviewing and restudying the words in their problem lists. You may wish to arrange individual pretests by having pairs of pupils dictate each other's problem lists. The results will guide pupils to the words and spelling generalizations that they should concentrate on in this review unit.

You may need to individualize the activities in this unit by assigning only certain activities for some pupils.

If you have a special group of pupils who seem to need extra help, conduct the exercises orally with them and have them write and check the responses under your direct supervision.

Examples:

might fight
 might fight
sight flight
 sight flight
slight bright
 slight bright
light tight
 light tight
fright night
 fright night

4. In Unit 9 you studied words in which the letters i — e and igh are used to spell the vowel sound /ī/. If you still have trouble with some of these words, write them again.

Use as many of these letters as you can as starters for igh words. *Notice that k cannot be used as a starter for igh words.*

Write the words in your book.

The first one will be: might.

m f s br b k l t fr n

5. If you found -ing words hard to spell, remember these examples:

Base Word	Addition	Ending	New Word
camp	—	ing	camping
look	—	ing	looking
run	n	ing	running
get	t	ing	getting

Add -ing to each of these words:

do fight start begin tell swim

6. In Unit 11 you wrote words in which the vowel sound /ē/ was spelled ea.

Write the ea words to match these pictures.



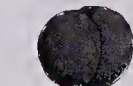
e a r

1967

y e a r



m e a t



p e a c h



e a t



t e a r s

Exercise 1: You may have to help individual pupils to diagnose the causes of their misspellings — poor articulation, confusion regarding sound-spelling relationships, etc. Give remedial work in these cases.

Exercise 3: When you check this exercise, remind pupils that the a spelling of /o/ is associated in these words with a following l.

Tell pupils to say each word quietly to themselves and to listen for the vowel sound /o/.

Exercise 4: Check to see whether any pupils have used all the letters. If they have, ask for the meaning of kight and bight. Make sure that these spellings are corrected to kite and bite and removed from the list, as they do not fit the igh pattern.

7. Write the picture words that have two syllables.



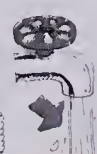
(running)

5

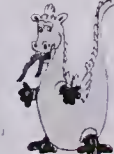
(five)



(garden)



(water)



(dragon)



(cave)

8. Dictation

Look over these words.

Your teacher will dictate them to you.

every	maybe	kept	about
always	near	must	fight
first	mean	could	Saturday

Check the spelling carefully with your book.

about
ate
being
books
cave
clean
doing
dragon
eat
every
feet
fight

9. Write these words in alphabetical order. Do you remember what to do when two words start with the same letter? (If not, look back to Unit 10.)

feet	cave	fight	books	eat	dragon
ate	being	doing	clean	about	every

10. Finish these rhymes. You may have to add more than one word. *Individual responses*

Examples:

Oh, please don't be so mean,
Come along and help me clean.

I must have scratched my feet
While I was playing on the street.

A jolly time we had, I say
On our camping trip today.

I heard them calling children's names
As they were playing jolly games.



Exercise 7: Have pupils identify the pictures before saying each word carefully to determine the number of syllables.

Exercise 8: You may wish to dictate these words to all pupils as a review.

Exercise 10: With some pupils, it is advisable to finish the rhymes orally before asking them to write. However, be sure that pupils know they can add their own endings; it is not necessary to remember exactly the endings suggested in the oral discussion.

Have pupils read their rhymes to the group.

11. Read this story beginning. Some words are missing. They are listed at the left.
Which word belongs in each blank?

sad
hide
cold
Fireball
queen
cave
doing
fire
week
mean

Fireball, the dragon, lived alone in a cave.
Every week, just for something to do, she
would go out into the forest and blow fire. All
the animals would race to hide. Sometimes
the dragon's fire burned down trees. Then the
animals were sad.

One day Queen Esmerelda was out riding.
Suddenly she met Fireball. Fireball blew fire at
the queen.

Queen Esmerelda said, "Stop that! What are
you doing? Why are you so mean?"

Fireball said, "Because I have nothing else to
do."

Then the Queen had an idea! The palace was
so cold and Fireball had all that fire !

Queen Esmerelda said, "

What do you think happened?

Write the story, putting in the missing words.

Then finish it in your own way. *Individual responses*



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Review Test

Exercise 11: Remind pupils to check to see that they have copied the words correctly from the book.

Encourage pupils to elaborate on the queen's proposal and to describe Fireball's reaction to it. Discuss the possibilities of the situation with those who have difficulties.

Allow time for the sharing of stories.

You may wish to select certain words from the previous five units as a test for all pupils. If you did this in Unit 6, and had the pupils record their results, continue the procedure with this unit.

Special Unit: Winter

Objectives

- To develop an awareness that each season has its special vocabulary.
- To learn to spell words connected with the theme of winter.

Winter

Examples:

1. Do you like winter
With all its snow and ice?

Yes, I like winter
The snow and ice are
very nice.

- Do you like skating
When it's frosty and cold?

Yes, I like skating -
If there's something to hold.

- Do you watch hockey
On Saturday nights?

On Saturday nights when hockey is on,
To the skating ring I am gone.

- Do you like skiing
From a mountain top?

I like skiing from a mountain
top
But I find it difficult to stop.

Answer the questions. Can you write your answer
in two lines that finish each verse? *Individual responses.*

2. Write the "winter words" from the verses.
Add as many other winter words as you can
think of. *Individual responses.*
If you're not sure how to spell a word, look in
your dictionary.

winter skating hockey
snow frosty skiing
ice cold

Teaching Suggestions




For general suggestions, see the previous special unit, "In the Fall".

Exercise 1: Have the questions answered in a discussion situation before asking pupils to write. In this situation, write some of the answers in verse form. Encourage, but do not insist on, pupils' writing their own answers in verse form.

3. Write words from these clues:

(a) I'm dreaming of a w h i t e Christmas.

(b) Not hot, but c o l d.

(c)  (d)  (e) 

snow
flakes

throwing
a snowball

toboggan

(f) December 25 is C h r i s t m a s
D a y.

4. Match the syllables. Write the words.

hock	ing	hockey
skat	ter	skater/skating
win	er	winter
ski	ey	skier/skiing
fro	ing	frozen
snow	y	snowballs
curl	balls	curly/curling
frost	zen	frosty

5. Write the words that fit in each blank. Then write just the first letter of each word you wrote. What word did you write? winter

There is a cold wind blowing.

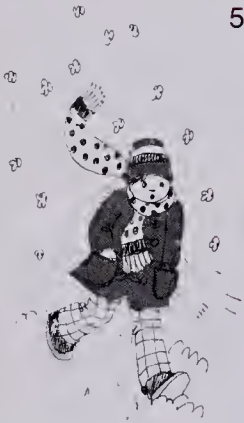
The streets are icy and slippery.

Nights are longer than days in winter.

The weatherman might say, "Sun today."

We like to eat hot soup.

A rabbit's fur turns white in winter.



Exercise 2: The collection of winter words should be added to the class collection as well as to the private lists.

Exercise 4: Be sure all pupils understand that each list contains *syllables*, and that they are to write words of two syllables.

Exercise 5: Read the directions with pupils to make sure that everyone understands.

Since it is suggested that this unit be related to work on the winter theme in other activities, have pupils check to see how many of the winter words on these pages occur in their writing, and, of course, have them check the spelling.

Unit 13

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To identify the verb ending /d/.
- To relate the verb ending /d/ to the spelling -ed.

Pretest

Dictation

No one was killed in that accident.

Someone called an ambulance. I wonder what really happened. It's time to go home for dinner. This is the night we play soccer. Let's go to the beach to swim. In autumn the leaves fall off the trees.

Have you had your supper yet? I loved to play with dolls when I was little.

Do you feel better today?

Did your team win the game?

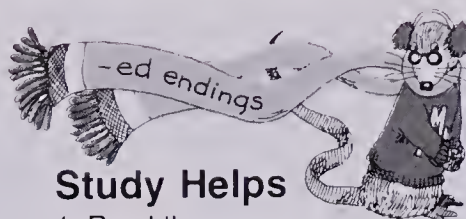
This is where I live.

If your pupils show competence in self-correction, write the full list of twelve words on the chalkboard in a column, or have pupils use the word list in their texts. Have pupils check each word carefully while you circulate among them to supervise the procedure.

Be sure that pupils continue to examine each error they make in order to help themselves in their study of each word. Help their analysis of errors by suggesting that they locate the error. Was it at the beginning, in the middle, or at the end of the word? Did it involve vowels or consonants?

Continue to have the pupils record their results and the analysis of errors.

13



Study Helps

1. Read the verse.

Say the underlined words.

Listen for the sound of the ending -ed.



What happened?
Was something spilled?
Where's the glass
That I just filled?

killed
called
happened
dinner
soccer
beach
leaves
leaves
supper
loved
better
team
where

killed
called
happened
loved

Did you notice that you say the consonant sound /d/ as the ending of each of these words? Write the list words that have the ending -ed. Write the base word for each of these words.

2. Look at the list word loved.

The base word is love, and the ending is -ed.

Notice that the letter e in the base word is dropped before the ending is added.

What would happen if you spelled the word without dropping the e?

It would be spelled loveed.

3. Write the list words that use the letters ea to spell the vowel sound /ē/ that we hear in words like



meat



seat



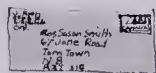
clean

beach
leaves
team

Study Helps

Continue to assign exercises on the basis of the diagnosis of errors on the pretest.

4. Say the picture words. Look at the words. What sound do you hear at the end? /er/ What letters spell that sound? **er**



letter



spider

dinner
soccer
supper
better

We spell most words that have the vowel + r ending with **er** as we do in letter and bigger.

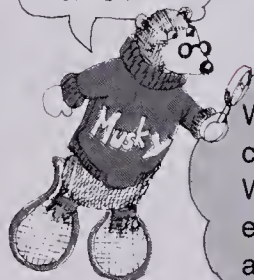
Write the list words that have the **er** ending.

How many syllables are there in each of these words? **Two syllables**

Sometimes it is easier to spell a word if you think of its smaller parts like dinner and supper.

5. Look carefully at the word where. Notice that the beginning sound is written as **wh**. Now **look** at the ending **ere**. Picture the whole word in your mind without looking at it. **Say** the word. Take one more close look before you **cover** the word and **write** it. Now **check** it. Do the steps again if you made a mistake.

Remember



6. Look at the word soccer.

In what part of the word do you hear /k/? **middle part**
What letters are used to spell /k/? **cc**

When you write words like killed or called, the consonant sound /d/ is written as **ed**.
When you add the ending **-ed** to a base word ending in **e**, drop the **e** before adding the ending, as in love + **ed**.

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Exercise 4: Be sure to give the final syllables of letter and spider their normal, unstressed pronunciation so that pupils learn to associate the spelling **-er** with the sound of the unstressed vowel + **er**. The actual pronunciation of **-er** may vary in different parts of Canada, but the spelling remains consistent.

The symbol **[vowel + r]** is intended to represent the complex sound /ər/. This simplification is adopted to avoid involving pupils in the problem of formally identifying and differentiating the schwa sound and of coping with the peculiarity of the schwa symbol /ə/.

Exercise 5: The beginning sound in where is, for many speakers, /hw/; because this could confuse some pupils, however, it was decided to omit the sound-symbol. Tell pupils that where is one of the words in which all sounds are not spelled the way they might expect, and so it must be studied carefully.

Exercise 1: Review the terms *base word* and (inflectional) *ending* as developed in Unit 10. Read the verse to the pupils with their books shut.

Repeat the words happened, spilled, and filled. Ask pupils to identify the base words. Say the words again. Ask them what has been added. Have them open their books and find out how the added /d/ is spelled. Then tell the pupils to complete the exercise.

Exercise 2: Make sure pupils recognize that the **e** is dropped from the base word, not from the ending: love + **ed** becomes lov + **ed**, which is written loved. Then the process is consistent with the derivation of loving from love + **ing**, for example, a topic that will appear in Unit 23.

Remember: Encourage pupils to formulate their own generalization and to check it with the one in the text.

Using Your Spelling Skills



1. Start a special list of **ed** words that have the consonant sound /d/ as in played. Use words you already know or use in other subjects. Keep adding to your list as you find new words.

Individual responses

2. Start a list of other two-syllable, double-consonant words that end in **er**. Here are some you can start with: *Individual responses*

Examples: bigger fatter thinner
taller litter smaller
butter dinner

3. Use the ending **-ed** with some of the base words in the larger box to make only those **-ed** words that end with the consonant sound /d/. Say the word carefully before you write.

ending sound /d/			
ed	spill	love	kill
	play	walk	climb
fill	work	happen	stop
		call	

*spilled
loved
filled
played
killed
happen
climbed
called*

4. Here is a problem!
Someone has taken away all the vowels from these words. Can you find the right vowels to spell the words correctly?
Write the words in your book.

sccr *soccer* dnnr *dinner* whr *where* hppnd *happened*
bch *beach* tm *team* klld *killed* lvd *loved*

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Using Your Spelling Skills

Exercise 1: Help pupils to collect **-ed** words by directing them to look out for them in all their activities, inside and outside of the classroom. You could suggest that each individual pupil collect words and add them to a class chart posted in the classroom. At the end of the week it could be filed in some way to make it available for pupils to consult—when they want to use a special word or when they want to check spellings.

Exercise 2: The suggested words are not intended to lead to a discussion of comparatives. You could direct pupils' attention to such words as runner or butter.

Exercise 3: Pupils may need help in discriminating the /t/ pronunciation of **-ed** in worked and stopped from the /d/ pronunciation of it in the other words. With many pupils this will have to be an oral exercise first.

Some pupils may say /spilt/ for spilled. Suggest that, although /spilt/ is correct, /spild/ is preferred.

Exercise 4: Have pupils give the words orally. (Pupils will be astonished that they can read the words without the vowel letters!) Then have the words written. Check the spelling.

5. This is a double-consonant puzzle.

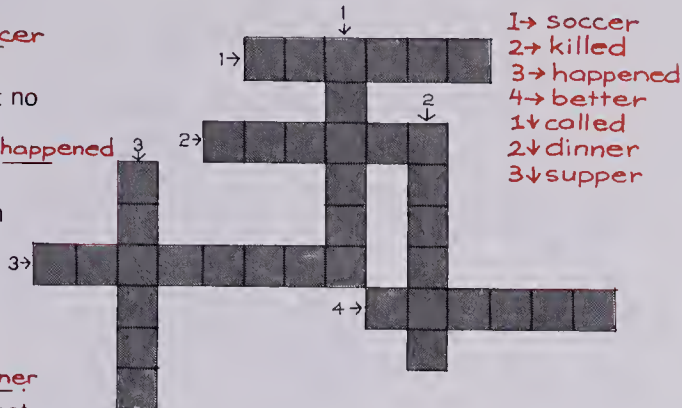
Each word in the puzzle has a double consonant as in hopping or running.

Across

1. I like to kick the soccer ball.
2. The car crashed, but no one was killed.
3. Something very bad happened yesterday.
4. My friend feels much better today.

Down

1. I stood up when my name was called.
2. At noon I ate my dinner.
3. In the evening I will eat my supper.



1→ soccer
2→ killed
3→ happened
4→ better
1↓ called
2↓ dinner
3↓ supper

6. Here are some answers.

Write the questions that someone asked.

You must use each underlined word in your question. *Other individual responses*

Examples:

Question: What did you do at the beach?

Answer: We played soccer at the beach.

Question: Do you like dinner better than supper?

Answer: I like supper better than dinner.

Question: Where were you when it happened?

Answer: I was here when it happened.

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

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Unit Test

Exercise 5: Review the procedure for completing crossword puzzles. Remind pupils to check their answers by counting the letters to see if the number of letters corresponds with the number of boxes. They can also use the common letters of interlocking words as clues.

Exercise 6: If pupils have difficulties, do the exercise orally. Have one pupil formulate a question and have another answer it. Ask other pupils to comment on the suitability of the question and the reply until it is quite clear that the pupil's question should generate only the answer in the text. Remind pupils to check the punctuation as well as the spelling of their questions.

Continue to stress self-correction, analysis of errors, and comparison with pretest results.

Unit 14

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To understand the concept of contractions.
- To identify contractions in terms of their base words.
- To recognize the purpose of the apostrophe.
- To apply this knowledge as an aid to spelling.

Pretest

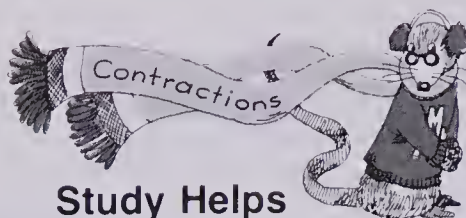
Dictation

I am sure that he's the one who did it.
This is the truck that I'd like to have.
Are you sure that they're coming?
I couldn't finish my lunch.
We wouldn't do a thing like that.
I'll soon be eight years old.
My pet turtle died last night.
Do you have a favorite color?
Let's see who weighs the most.
I think I weigh more than you do.
Can you tell me where this goes?
Could I try that just once?

Note that, in this text, the spelling color is preferred to colour, but both spellings are correct.

When pupils are recording their errors, make sure that they understand that the omission of an apostrophe is a spelling error.

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Study Helps

he's they're I'll
can't couldn't
wouldn't we're
that's it's

Contractions are handy
And they're shorter as well.
You'll find them just dandy
Once you've learned how to spell.

he's
I'd
they're
couldn't
wouldn't
I'll
died
color
most
more
goes
once

he's - he is

I'd - I would

they're - they are

couldn't - could not

wouldn't - would not

I'll - I will/shall

1. Remember that contractions are really two words in one and that they use an apostrophe (') to show where one or more letters have been left out.

Write the contractions in the list.

Beside each contraction write the two words from which it was made, like this:

they're — they are

Pretest

How many words did you get right?
Look carefully at any word you misspelled.
List the words you found hard to spell.

2.



(1)



(2)



(3)

He has more apples. ①

She has the most apples. ③

I have some apples. ②

Which sentence belongs with each picture?

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Study Helps

Exercise 1: If necessary, review or teach contractions. Help the pupils with the pronunciation of contraction and apostrophe.

Note that he's and I'd can be derived from two different origins — he is or he has; I had or I would. Check pupils' answers to see whether both alternatives appear. Clarify any difficulty by asking pupils to expand the contractions

in pairs of sentences. For example:

I'd a sweater like that once. (I had)

I'd like another too. (I would)

He's going to play for us. (He is)

He's already scored two goals. (He has)

Write the sentences in your book and number them to match the pictures.

Circle the words more and most.

3. Say the word color. Look at the last two letters.

The word color is one of the few words in which the vowel + r ending is spelled with the letters or.

Other words that are written like color are doctor, motor, and odor.

Say the word color.

Try to remember how it **looks**.

Now **cover** it and **write** the word color.

Check it.

4. Say the word once.

What is the last sound? /s/

How do we usually write this sound? with letters s

How is /s/ spelled in this word? ce

Use the study steps with the word once.

5. What is the base word of died? die

What is the ending? ed

Why is the word spelled this way? The y was changed to i.

What is the base word of goes? go

What letters were added to the base word? es

Use the study steps to help you remember the spelling.

Remember



When you write a contraction like I'd or I'll, be sure to use an apostrophe (') to show where one or more letters have been left out.

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Exercise 2: If any pupils fail to understand the distinction between more and most, demonstrate and practise it by using three pupils at a time with quantities of concrete objects (pencils, books, counters, plasticine, and so on).

Exercise 3: You may wish to emphasize that color is another word that must be studied carefully because some of the sounds are not spelled in the way we might expect (/k/—c; /u/—o; /e/ + r—or).

Exercise 4: This exercise presents an opportunity to remind pupils that the symbol / / means *sound of*. Once again, remind pupils that once is not spelled the way one might expect. You might relate the pronunciation and spelling of once to the word one.

Exercise 5: Relate the dropping of the e in die before the ending -ed to the similar omission of e in love + ed = loved.

Using Your Spelling Skills

1. Write contractions for these words:

could not ^{couldn't} they are ^{they're} she will ^{she'll}
 he is ^{he's} would not ^{wouldn't} we are ^{we're}
 I would ^{I'd} can not ^{can't} it is ^{it's}
 he will ^{he'll} I will ^{I'll}

Did you remember to use an apostrophe (') in each word?

2. Your teacher will dictate these sentences:

- I'll go if he goes.
- She wouldn't add more color.
- They're off, and I couldn't go with them.

Check your own sentences carefully for spelling, capital letters, apostrophes, and end punctuation.



3. Musky has left out the letter **o** in the words. Rewrite each word as it should be spelled.

clr ^{color} nce ^{once} culdn't ^{couldn't} ges ^{goes}
 mst ^{most} mre ^{more} wuldn't ^{wouldn't}

4. In each group of letters there are two hidden words that can be written as a contraction. Find these words, and write them as contractions.

- (a) sh ^{should} not sh ^{shouldn't} (d) tra ^{there} ishme ^{he's}
 (b) wh ^{who} would not wh ^{wouldn't} (e) sca ^{can} nothing ^{can't}
 (c) wha ^{what} they are sh ^{they're} (f) tha ^{that} is hchrat ^{that's}

Using Your Spelling Skills

Exercise 1: Remind pupils that, in some contractions, two letters are omitted from the base words (as in I'll from I will), and in a few contractions more than two letters are omitted (as in I'd from I would). You might ask pupils to give the contractions orally before writing.

Exercise 2: Remind pupils that an omitted apostrophe is a spelling error.

Dictate the complete sentence using normal intonation. Encourage pupils to remember the complete sentence and write from memory, but do not insist on this. If pupils appear confused, repeat the sentence. Remember that it is spelling that is most important.

64

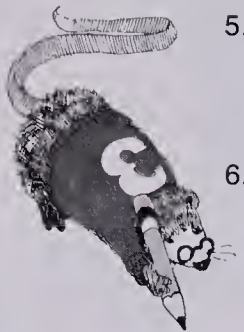
Since this is the first dictation involving apostrophes, make a quick check of each pupil's self-correction to make sure he/she has not missed any errors.

Exercise 3: Some pupils may need to identify each word orally before writing. If any pupil is very confused, work with him/her on the chalkboard; encourage the pupil to try the **o** in various positions until he/she has a word he/she recognizes.

Exercise 4: Make sure pupils understand the instructions. Go over (a) and (b) orally if necessary.

Exercise 6: For pupils who have difficulties with proofreading, you could adopt the following procedure:

1. Have pupils read each sentence and examine each word.
2. When the misspelled word is identified, have the pupils write the word correctly on the chalkboard.



5. Write a question sentence using these two words: wouldn't color.

Now answer the question you wrote.

Individual responses

6. Musky wrote some sentences.

Find Musky's spelling and punctuation mistakes, and then write each sentence correctly.

They're he goes. *There* he goes.
 • I *couldnt* run any more?
 • I *cried* when my turtle *ded*?
I cried when my turtle died.

I couldn't run any more.



7. Mother said, "Jan, I would like you to go to the store for me."

I'm sorry, Mother, I *cannot* go just now," said Jan. *I've* just started a puzzle. *I'm* afraid *I'll* lose some pieces if I leave them out on the table."

I'll put them away for you, Jan," answered Mother.

"All right, Mother. Then *I'll* go," said Jan.

Read this aloud. Does it sound right? Do people talk in this way or would they use contractions? Write the conversation in your book, using all the contractions you would use if you were talking.

Unit Test

Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

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Unit Test

Remember to dictate the words in a different order from that of the list.

3. Have the corrected sentences written in notebooks.

If any pupils have problems with the first sentence, have them write out the sentence with the contraction expanded and discuss the fact that this simply does not make sense. Therefore, they're is the wrong word. From this point on you may wish to institute the practice of having pupils regularly proofread each other's pieces of writing.

Exercise 7: Make sure pupils understand the word conversation.

By way of variety, you could have two pupils dramatize the passage, modifying the dialogue to make it sound natural, and invite critical comments from the audience.

Try to find time to discuss each pupil's test results with him/her, particularly with those pupils who have made errors. Discuss their analysis of their errors, and make sure the difficult words are recorded correctly on their charts and in their special lists. Reassure pupils that no stigma is attached to making an error; try to emphasize that we learn from our mistakes, particularly if we examine the words carefully to see where the mistake occurred, write the word correctly, and then study it.

Unit 15

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To understand the concept of compound words.
- To identify compound words and the base words that comprise them.
- To apply this knowledge to the spelling of compound words.

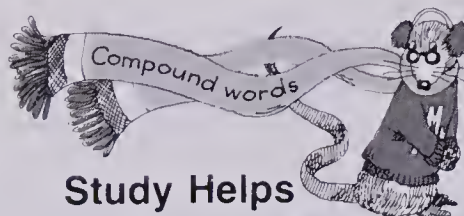
Pretest

Dictation

Would someone please help me?
We knew that everyone would come.
I'm glad that everybody came.
Billy came all by himself.
I can get breakfast by myself.
Are you sure you can come?
The sky was filled with stars.
Could you use some help?
I would love to fly to the moon.
Let's try to build our own rocket.
Don't you think that's a good idea?
Why didn't I think of it first?

Check to see whether any pupils omitted the apostrophe in the contractions. If any did, prepare extra exercises in writing contractions from base words.

15



Study Helps

someone
everyone
everybody
himself
myself
sure
sky
use
fly
try
that's
didn't



I tried so hard to write a verse,
But every time it sounded worse.
Can't someone, somewhere get it right?
By myself I'll be all night.
Words like himself and everyone
Are hard to rhyme, and that's no fun.

1. Write the underlined words.
Words like these are called *compound words*.
Look at these picture words.



toothbrush



sidewalk

Pretest

How many words did you get right?
If you made a mistake, check the word carefully.
List the words you found hard to spell.

66

Did you notice that a compound word is really two base words joined to make one longer word? tooth + brush → toothbrush

2. Write the compound words from your list.
Someone everyone everybody himself myself
3. Write the contractions in your spelling list.
that's - that is - the apostrophe stands for i
didn't - did not - the apostrophe stands for o

Study Helps

You may have to teach the construction and meaning of compound words before pupils attempt the exercises. Since the words in the list involve somewhat abstract notions, use words — such as football, chalkboard, goldfish — that are both concrete and familiar.

Have pupils divide each compound word into its two parts. Ask pupils what each part means and how the parts are related to the

whole; for example, football means "a ball that you kick with a foot".

In order to develop the idea that the two parts of compound words are both base words, you could use pairs of words — such as campfire/camping and swimming/swimsuit — to make the distinction between base word + base word (camp + fire) and base word + ending (camp + ing).

4. Write three words from your list that rhyme with my. sky fly try
 What vowel sound do you hear in these words? /ī/
 What letter spells /ī/ in these words? The letter y
 Each word has a consonant blend. Circle the consonants. (sky fly try)

5. **Look** at the word sure. Notice that the beginning sound /sh/ is spelled with the letter s.
 Notice the vowel + r.
 What letter must you remember at the end?
Say sure to yourself as you look at it.
 Now **cover** the word and **write** it in your book **Check** it.

Sugar is the only other word in which /sh/ is spelled with the letter s.
 Study these words carefully so you will remember the spelling.



6. Write the word use.
 What letters did you write to spell the vowel sound? u e
 Now look at the word again to see if you spelled it correctly.

It is sometimes easier to spell a compound word like football if you think of it as two shorter words foot + ball

67

Compound words can also be contrasted with contractions, to develop the idea that the two parts of a compound word are put together with no change of spelling. Thus, knowing how the component words are spelled enables us to spell the compound word.










Exercise 4: The number of words of this pattern is very restricted; suggest that pupils look out for and collect three-letter words in which a final /ī/ is spelled y (dry, spy, sly).

You may need to review blends with some pupils. Stress with all pupils the necessity for a clean articulation of blends, because mispronunciation of these sounds leads to spelling errors.

Exercise 5: Tell pupils that sure is another word that has a spelling "peculiarity," and so it must be studied carefully. Try to get pupils to develop mental images of words such as sure and sugar. For those pupils who cannot do this, substitute another way of learning — writing the word, or printing it, or tracing the letters.

Using Your Spelling Skills

1. Use your notebook to rewrite these sentences as they should be written.

- (a) Some + one took my  + 
Someone took my toothbrush.
- (b) Every + body like +  + 
Everybody liked the football game.
- (c) Some + day I will  an air + plane by my + self.
Someday I will fly an airplane by myself.
- (d)   use every + 1 on your team?
Can you use everyone on your team?
- (e)  + 'm sure  hurt my + self.
I'm sure I hurt myself.

2. Answer these questions in your notebook. Use the underlined words in your answer.

- (a) Why didn't the bird try to fly? *Individual*
- (b) Are you sure that's the right one? *responses*
- (c) Where is everybody?
- (d) May I use this by myself?
- (e) How could he do that by himself?

3. Write the compound word for each picture clue.



mailbox



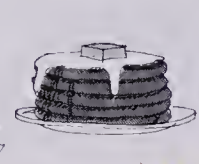
newspaper



flagpole



sailboat



pancakes



flashlight

68

Using Your Spelling Skills

Exercise 1: Some pupils may have difficulties on account of the mixed nature of the symbols. Help them with the reading and writing of the first sentence. Then allow them to "puzzle" out the remainder independently.

Some pupils will enjoy making up their own rebus sentences. Encourage them to give their puzzles to other pupils to solve, and to place them in the Spelling Centre.

Exercise 2: This exercise offers an opportunity to have pupils proof-read each other's work for spelling errors.

Remind pupils of the necessity for paying attention to all aspects of written work, handwriting and punctuation as well as spelling.

Exercise 3: You may have to help pupils both with the identification of the pictures and with the spelling of the words. Ask them where they might look for help. When they have completed the work, write the correct answers on the chalkboard and have them check their spelling. Encourage them to add words to their special lists.

4. Use words from each list to write as many compound words as you can.
You may use words from either list more than once.

List 1 Base Words	List 2 Base Words	
some	thing	something
every	one	someone
him	body	somebody
her	self	everything
my	selves	everyone
our		everybody
them		himself
		herself
		myself
		ourselves
		themselves



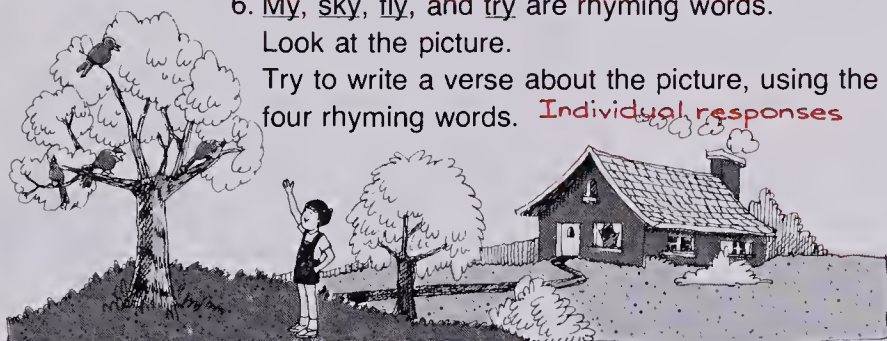
5. Write the base word for each of these words:

flying surely useful trying
fly sure use try

6. My, sky, fly, and try are rhyming words.

Look at the picture.

Try to write a verse about the picture, using the four rhyming words. Individual responses



Unit Test

Your teacher will dictate the list words in this unit.
If you misspell a word, write it in your special list.

69

Exercise 5: Be sure to check this exercise to find those pupils who still need help with base words and endings.

In the case of surely, identification of the list word sure will establish it as the base word, thus isolating **-ly** as an ending.

Exercise 6: While some pupils will write verse with comparative ease, others need help in order to succeed. First conduct a free-flowing discussion of the picture.

Explore it from many points of view — the child's, the sun's, the birds' — so that pupils have a wide choice of themes and approaches. Give help generously. Write a co-operative verse if necessary.

Make arrangements for pupils to share their verses by reading them aloud to the rest of the class or by having them "published" in the Spelling Centre.

Unit Test

Check to see which pupils are showing themselves to be proficient in self-correction and the marking of their charts to the extent that they can be allowed independence in these activities. You will thus be afforded more time to help pupils who need individual guidance.

Unit 16

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the sound /ä/ + r as in far.
- To write the letters **ar** when writing the /ä/ + r in words such as car and far.

Pretest

Dictation

Isn't there anything we can do to help?

We have done everything we could.

I have to go to the dentist this afternoon.

We watched the Expos play baseball.

Did you see how far he hit the ball?

There are two cars in our family.

Let's study the stars tonight.

I like to have my skates sharp.

We saw a movie about sharks.

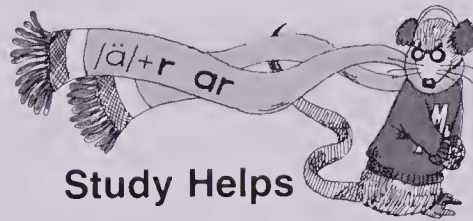
Do you have any money left?

I'm going home now.

We were all very busy today.

Check the number of pupils who misspelled any of the first four words. The number may warrant a review of compound words.

16



anything
everything
afternoon
baseball
far
cars
stars
sharp
sharks
any
going
were

Pretest

How many words did you get right?

List the words you found hard.

Is the hard part of the word at the beginning, middle, or end of the word?

70

Study Helps

1. Listen for the vowel sound in the underlined rhyming words.



Someday we will have new cars.
That sail the seas and fly to Mars.



We show the vowel sound you hear in cars like this /ä/.

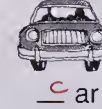
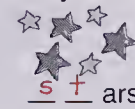
When a vowel sound is followed by /r/, it has a special sound.

We usually show this by writing

/ä/ (vowel) + r.

What letters are used to spell this sound combination? **ar**

Listen for the sound combination, /ä/ + r, as you say these picture words. Write the words in your book.



2. Write rhyming words from the list for each of these picture words:



Study Helps

Exercise 1: The sound /ä/ + r as in car is represented as /ä/ + r rather than /är/ to be consistent with the other vowel + r combinations. This sound may also vary locally, but, whatever its form may be, what is important is that it should be related to the spelling **ar**. Make sure that the pupils identify the diacritical mark of the ä as a pair of dots.

Exercise 2: Point out to pupils that in each pair of words the rhyming pairs have the same spelling. Use this fact to bring out the consistency of this particular sound-spelling relationship.

3. Say the word any.

What vowel sounds do you hear at the beginning and at the end? /e/ /ē/

What letters do you use to spell these sounds?

/e/ → a; /ē/ → y

4. Write the two list words that start with a special consonant sound that is written with two letters. *sharp sharks*

Write the list word that starts with a consonant blend. *stars*

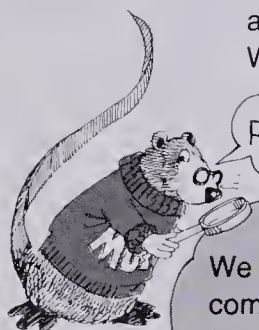
Write the list word that ends with a double consonant. *baseball*

5. Write the three list words that show they mean "more than one." *cars stars sharps*

What letter shows that they mean "more than one"? *The letter s at the end of the words*
Words that mean "more than one" are called *plurals*.

We write the plurals of most words by adding the letter **s**.

Write the plural of ball, color, team, year. *balls colors teams years*



Remember

We use the letters **ar** to spell the sound combination /ā/ + r in most words that sound like *far* and *sharp*.

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Exercise 3: The words any, many, and Thames are the only instances in which the sound /e/ is spelled **a**. (The word any, of course, appears in several compounds with the same pronunciation.)

Exercise 4: The digraph **sh** for /sh/ was introduced at the grade 2 level. Review it where necessary.

Review also where necessary *blend* and *double consonant*.

Exercise 5: The concept *more than one* was introduced in Unit 7. There, the method of indicating *more than one* was exceptional.

Pupils already use /s/ as a plural marker regularly in speech (unless, of course, English is not their native tongue), so that all that is required is to point out the spelling. Plurals in **-es** are dealt with in Unit 32.

Using Your Spelling Skills

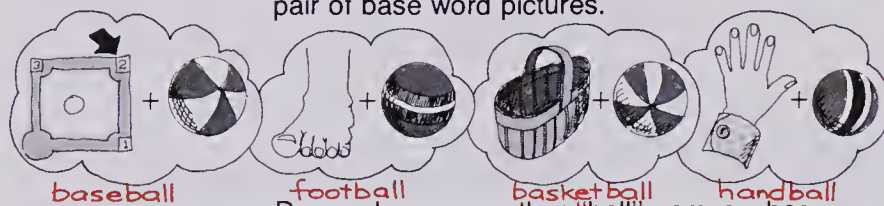
1. Start a special list of **ar** words that have the sound combination /ă/ + r.
Try to find words that you might have to use in arithmetic or science or social studies.

Pupil activity

2. Read the words below.
Write the **ar** words that have the same sound combination /ă/ + r that we hear in words like star.

far	hard	cares	sharp
near	heard	cars	party
sharks	part	scare	year

3. Write the compound word that goes with each pair of base word pictures.



baseball

football

basketball

handball

Do you know any other "ball" games whose names are compound words?

*Examples: softball
volleyball*

4. Copy these sentences and fill in the blanks by using words from your spelling list.
 - (a) Where were you going yesterday?
 - (b) We were going home.
 - (c) Did you have anything to eat before playing baseball?
 - (d) I ate everything in my lunch box.

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Using Your Spelling Skills

Exercise 1: Encourage pupils to collect **ar** words from any source including their free reading. They can make their own lists, which can be consolidated into the class list.

Remember to file the chart at the end of the week in such a way as to make it available to pupils who may wish to consult it.

Exercise 2: Tell pupils to say the words softly to themselves as they sort out these words. Check their answers in order to locate confusions based on mispronunciations.

Exercise 3: Make sure that pupils correctly identify the pictures.

Words suggested by pupils should be added to their individual lists.

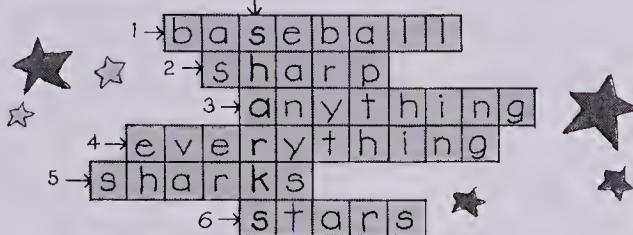
5. Use your spelling list to find words to complete these sentences.

Write the words in your book.

- (a) Is there anything left to eat?
- (b) On a clear night we can see the stars.
- (c) Are you sure you have everything?
- (d) Sharks have big jaws and sharp teeth.
- (e) I am going to a party.
- (f) Can you come to my house on Saturday afternoon?
- (g) Did you get any books to read?

6. Write sentence clues for each word that has been filled in in this puzzle. For example, you might write: Individual responses

1. This is a game played with nine players and a ball and a bat.



Check your sentences carefully.

Examples:

sharp shark
carp bark
harp dark
lark
mark
park

7. How many words can you write that rhyme with each of these words: sharp and shark?

Unit Test

Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

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Exercises 4 and 5: Remind pupils to check the spelling of the words they copy from the book and the punctuation of the sentences.

Exercise 6: Remind pupils to proofread their sentences for spelling and punctuation. To provide immediate feedback on the effectiveness of the clues, have pairs of pupils attempt to solve each other's puzzles.

Exercise 7: New words appearing in this exercise should be added to the chart, as well as to pupils' special lists.

Unit Test

Have pupils take time at the end of this unit to compare all pretest and unit-test scores. Do they see an improvement in their ability to study problem words, thus reducing errors on unit tests? Are they making the same kinds of errors?

Unit 17

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ō/.
- To establish the sound-spelling relationship between /ō/ and **oa** in words like boat and coat.
- To hear the inflectional ending /t/ and identify it as a variant of /d/.
- To apply this knowledge to learn the **-ed** spelling of /t/ in such words as stopped and helped.

Pretest

Dictation

Has it stopped snowing yet?
My cat hurt its paw.
Who helped you with your work?
We picked new teams at recess.
I wished for a new bicycle.
We should try to be ready at noon.
The huge ship was tossed about in the storm.
Who won the game?
I learned how to row a boat.
Is that your new coat?
My friend asked me to come along.
I was afraid to swim in that lake.

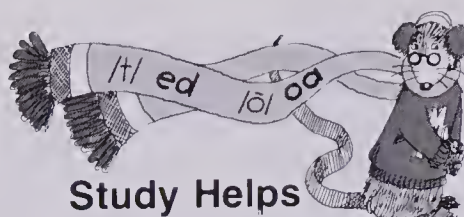
17

stopped
its
helped
picked
wished
should
ship
won
boat
coat
asked
afraid

Pretest

How many words did you get right?
Remember to look carefully at your mistakes.
List the words you found hard to spell.

74



Study Helps

1. Read this verse:

My dog Maggsie really yelped.
She barked and jumped, but nothing helped.
For that old skunk had swished its tail
And stamped its feet — and didn't fail!

Say the underlined words. Listen for the last sound in each word.

Did you hear the consonant sound /t/ at the end of each word?

Did you notice that the consonant sound /t/ is spelled with the letters **-ed**?

When we say words with the ending **-ed**, sometimes we say the ending with /d/, and sometimes with /t/.

Write the list words in which the **-ed** ending has the consonant sound /t/. *stopped helped picked wished asked*

2. Listen for the vowel sound /ō/ in these picture words.



soap



goat



toad

Did you notice that in these words /ō/ is spelled with the letters **oa**?

Study Helps

Exercise 1: It might prove helpful to have pupils identify the base word in the underlined words to help them become aware that /t/ is an inflectional ending. Then the connection between /t/ and /d/ becomes clearer and the **-ed** spelling for both, understandable.

Draw the attention of pupils to the consonant sounds at the end of asked.

The combination /skt/ is not easy to pronounce, and the word ask often appears in children's and in dialect speech as /ast/ or /akst/ with consequent misspellings.

It is not important for pupils to distinguish /t/ from /d/ when they represent inflectional endings, but it is important for them to remember that, whichever sound they hear, it is spelled **-ed**.

From the following words, write only those that have the vowel sound /ō/:

road boat won box coat clock

3. Write three list words that have the consonant sound /sh/. wished should ship
4. **Look** closely at the word should. **Say** it to yourself and notice how it is spelled. Try to picture it in your mind. Now have another close look before you **cover** the word and **write** it in your book. **Check** it. If you had it wrong, be sure to find out which part of the word you found hard to spell. Then try it again.



5. Look at these two sentences:

It's a kitten. It has hurt its paw.

Notice the difference in the spelling and the meaning of the underlined words.

The word it's is a contraction. What are the base words? it is

The word its means "belonging to."

Complete the following sentences with either its or it's.

- (a) Do you think it's dinnertime yet?
(b) The lion was swishing its tail.



In some words, we spell the vowel sound /ō/ with the letters oa, as in boat and coat.

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Exercise 2: Remind pupils to read the words aloud, but quietly, to themselves and to listen for the /ō/ sound.

Exercise 4: Link should with could and would to emphasize the common elements of their spellings. Use a mnemonic phrase such as, "I would if I could, but I'm not sure that I should." You could also link should with shall to help them remember to put in the letter **l**.

Spend time with pupils who still have trouble with these words. Work through the five learning steps with them.

Exercise 5: Learning this distinction has to be done by rote. It might help to link it's = it is to he's = he is and she's = she is.

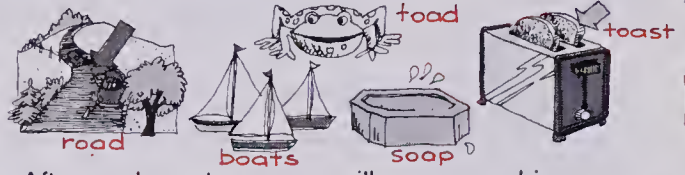
Using Your Spelling Skills

1. Complete these sentences with list words:

- (a) The silly kitten was afraid of its shadow.
- (b) The puppy stopped on its way to the boat.
- (c) I shall wear my new coat tomorrow.
- (d) This ship should have won the race.
- (e) Have you ever picked blueberries?

2. Write the picture words.

How do you spell /ō/ in these words? oa



3. After each sentence you will see a word in brackets.

This word has been left out of the sentence.
Write the complete sentence.

The cat hurt its paw.
What should I do next?
Are you afraid to ride on that little boat?
Who won the prize?
This is my best coat.

- The cat hurt paw. (its)
- What I do next? (should)
- Are you to ride on that little boat? (afraid)
- Who the prize? (won)
- This is my best. (coat)

Examples:
The ship sailed away to England.

He asked the farmer before he picked the flowers.

4. Use the words in each box to make an interesting sentence. Individual responses

ship	sailed away to
asked the farmer	picked

Using Your Spelling Skills

Exercise 1: If you wish pupils to write out the complete sentence, remind them to proofread by comparing the spellings they have written with those in the text.

Exercise 2: Help pupils identify the pictures correctly.

Tell them to write the words containing the sound /ō/ and to underline the letters that spell it.

Exercise 3: Suggest that pupils check their sentences by reading them aloud to find out whether they sound right.

In the second example, you may find pupils who write "What I should do next." Draw their attention to the question mark.

Exercise 4: Have pupils share their sentences by reading them out to the class or to a group.

Exercise 5: Make sure pupils understand the instructions.

Work through the words in one or two boxes, if necessary, before allowing pupils to complete the exercise independently. Remind them that with some endings they may have to add an extra letter to the base word.

5. Use the base word in the small box and the endings in the bigger box to write as many new words as you can.

Remember that you must add a letter to some base words before adding some endings.

stop	ed
ing	er

stops stopped
stopping stopper

help	er
ed	ing

helps helped
helping helper

pick	ing
er	ed

picks picked
picking picker

wish	
s	ed

wishes wished
wishing

6. Musky wrote a funny story! But Musky is still having trouble with spelling.

Copy Musky's story but spell all the words correctly.

When you finish, ask a friend to check *your* spelling.



Soccer

The Soccer game

One day me and my brother and I went to have a soccer game. My brother could not get one goal on me. I thought he would win but I won. My brother said I am a good goalie. We went home.

Unit Test

Your teacher will dictate all the list words in this unit.

Say each word carefully to yourself as you write it.

Think about the sounds and letters.

If you misspell a word, write it in your special list.

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Exercise 6: Most pupils will need help with this exercise.

Have pupils read the passage, sentence by sentence, aloud if necessary, first to ascertain the sense and then to locate the spelling errors.

Encourage those pupils who feel impelled to make stylistic changes to do so, provided, of course, that their changes are improvements. The emphasis in this exercise, however, is on the spelling.

Note that the confusion of /k/ and /g/ (colly for goalie) is fairly common and indicates that the child is confusing sounds that are nearly equivalent (e.g., /k/ and /g/, /t/ and /d/, /p/ and /b/).

Unit Test

Remind pupils that, if they make errors, they should analyse them as well as record them. Suggest that they should ask themselves where in the word the error occurred and whether it involved doubling, interchanged letters, or omitted letters.

Unit 18

Objectives







- To review and thus reinforce the ability to spell and use in context those high-utility words listed in Units 13-17.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

- To review and demonstrate understanding of the following sound-symbol relationships:
 1. /ä/ + r spelled **ar** as in car
 2. /ō/ spelled **oa** as in boat
 3. /d/ representing **-ed** endings as in killed
 4. /t/ representing **-ed** endings as in stopped
- To review and extend the use of the following concepts:
 1. In contractions such as he's, the apostrophe marks an omitted letter or letters.
 2. Compound words, such as anything, are made up of two base words.

Looking Back

1. These are some of the sounds and their spellings that you have used during the last five units.

Sound	Spelling	Examples
/d/	-ed	loved called 
/t/	-ed	stopped asked 
/ä/ + r	ar	car shark 
/e/ + r	er	flower baker 
/e/ + r	-or	color motor 
/ō/	oa	goat coat 



Divide your page like this:

/d/ happened called loved killed	/t/ helped asked picked wished
--	--

ending sounds

/d/	/t/

Write each of the following words in the right list.

happened	helped	picked	wished
called	asked	loved	killed

78

Looking Back

Although you may wish to conduct a review of the spelling patterns and concepts introduced in Units 13-17, remember to set aside one spelling period to allow pupils to study the words in their private lists.

At least the first part of exercises 3 and 5 need to be conducted orally, since pupils are not required to write formal definitions of the concepts they have studied. It is much more important that they show that they can use these concepts in learning to spell. The second part of the exercises may be completed independently by pupils in their workbooks.

Exercise 1: The chart summarizes some sound-symbol relationships that were not treated as main topics in the previous units. Use the chart to check that pupils have mastered these relationships by having them suggest further examples.

2. Your teacher will dictate these words and sentences:

loved	once	far	coat
where	goes	going	afraid
they're	sure	were	
color	fly	stopped	

- (a) The soccer team couldn't win its game.
 (b) We didn't know where we were going.
 (c) What happened to everybody?
 (d) Everyone went to the beach in the afternoon.

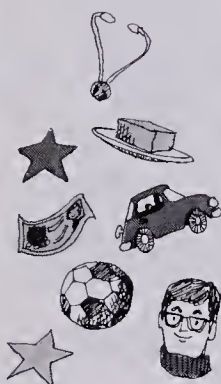
Check your words carefully and study the ones you found hard to spell.

3. What is a contraction? *A contraction is a short form of two words.*
 What punctuation mark do you always use in a contraction? *We use the apostrophe.*
 What does the mark show? *The mark shows that one or more letters have been left out.*
 Write the contraction for each pair of words.

could not *couldn't* would not *wouldn't* he is *he's*
 I would *I'd* that is *that's* I will *I'll*
 they are *they're* she is *she's* they will *they'll*

4. Use either **ar**, **or**, or **er** to complete the following words. Write the words in your notebook.

supp <u>er</u>	moth <u>er</u>
c <u>ar</u>	fath <u>er</u>
butt <u>er</u>	col <u>or</u>
doll <u>ar</u>	st <u>ar</u> s
doct <u>or</u>	socc <u>er</u>
sh <u>ar</u> ks	h <u>ar</u> p

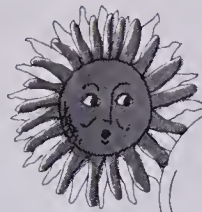


Exercise 2: There is no need to dictate the words in sentences, except in the case of where and they're. Remember to dictate the whole sentence, only repeating parts for any pupils who become confused.

Although pupils should check their own work, you may wish to check each child's work for diagnostic purposes. Pupils who have problems should be given extra help.

Exercises 4 and 7: Remind pupils that each line represents one letter; thus 7 (b) represents runner, not running.

5. How are compound words different from contractions?
 Compound words are two words put together with no letters left out.
 Contractions leave out one or two letters.
 Match the base words from lists 1 and 2 and write the compound words in your notebook.



List 1

every
him
my
some
any
base
after
every

List 2

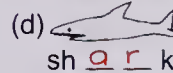
ball
noon
one
self
body
thing
self
thing

everything
everyone
everybody
himself
myself
someone
something
somebody
anybody
anyone
anything
baseball
afternoon

6. Remember that we add **s** to most words when we want to show the plural or "more than one." Write the plurals of these words.

book**s** dinner**s** car**s** ship**s** shark**s** egg**s**
 week**s** team**s** boat**s** star**s** coat**s** game**s**
 cave**s** hill**s** trip**s** girl**s** duck**s** snake**s**

7. Use the clues to write the word for each picture. All the spaces will have a vowel + r. Think carefully to choose the right vowel letter.



Exercise 5: Be sure that pupils realize that some words in List 1 can be combined with more than one word in List 2.

Have the compound words written on the chalkboard; then each pupil can correct his/her own list.

Exercise 8: To help pupils distinguish these homophones, associate won with win. Pupils should also be reminded of the one/once association.

8. Read this sentence:

I won one game of checkers.

Say the underlined words.

Did you notice they sound the same? **Yes**

Are they spelled the same? Look carefully at the spelling of these words. **No**

Complete these sentences, using either won or one.

Maggie has more than one truck.

She won two of them at the fair.

If I Were a Cowgirl. 9. Sally is telling a story to Musky, who is writing it down. Musky has not had time to correct the spelling mistakes.

If I were a cowgirl,
I would ride a
white horse, I
would wear a
cowboy hat. I
would have a pair
of cowboy boots,
and I would have
a rope. I would
like to live in
the west.



If I was a cow girl.
If I was cowgirl I wood ride
a whit horse. I wood wear a
Cowboy hat. I wood have a pair of
Cowboy boot. And I wood have a rope.
I wood like to live in the west.



Rewrite Sally's story in your own notebook and correct Musky's mistakes.

81

Review Test

Exercise 9: Those pupils who showed competence in proof-reading in the exercise in Unit 17 could be allowed to complete this one independently. With other pupils, you could use the procedures suggested in the previous unit.

If you have started to use the review unit as an opportunity to make a list of commonly misspelled words for the class as a whole, continue this procedure and have pupils record their results.

Unit 19

Objectives

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize that **-ed** endings may add a syllable to a word.
- To apply this knowledge in writing the past tense of verbs.

Pretest

Dictation

He wanted to call the police.
It started to rain as soon as the game began.

We decided to go to a movie.
We thought the house was haunted.

There are a few books on the shelf.

I hope he doesn't fall into the water.

The new toy pleased the child.
Some animals bite when frightened.

We collected wild plants for our science project.

I plan to read many books this year.

This kind of mushroom is poisonous.

We decided not to touch the strange plant.

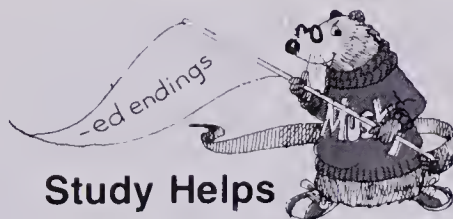
19

wanted
started
decided
haunted
few
fall
toy
bite
wild
many
kind
plant

Pretest

How many words did you get right?
Look carefully at the words that were hard for you.
List these words.

82



Study Helps

1. Read this verse.

Say the underlined words.

A few boys wanted to know
If the house was haunted, and so
They went to explore,
Started through the door —
And suddenly decided not to go!



Did you notice that each of the underlined words has an **-ed** ending?

Say want. How many syllables do you hear? *One*

Say wanted. How many syllables do you hear? *Two*

Notice that in some words the **-ed** ending is pronounced as a separate syllable. Write the list words with the **-ed** ending.

wanted started decided haunted

2. Read the sentence:

Rachel decided to join the ball team.

Say the underlined word.

What sound does the letter **c** spell? */s/*

What is the base word of decided? *decide*

How do you change the spelling of decide before adding the ending? *We drop the final letter e before adding ed.*

Study Helps

Throughout this unit, pupils should be made aware of the fact that the addition of **-ed** changes the number of syllables in some words. You might put a list of verbs in the present tense, such as play, work, start, laugh, and want, on the board. (You may want to refer to "now" and "past" verbs, depending on what pupils are accustomed to.) Then ask the children to supply past

forms for each verb. Write these beside the present forms. Ask pupils to read the past forms to see if they notice any difference in the number of syllables. Use the same techniques for identifying syllables as you used before.

Help pupils to formulate the generalization concerning the syllabic **-ed** in their own words so as to assure long-term learning.

decided
(i-e)
bite (i-e)
will(d) (i)
kind(i)

3. Write the list words that have the vowel sound /i/ as in the picture words:

5

(five)



(smile)



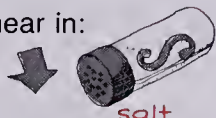
(fire)

How is the vowel sound /i/ spelled in each word? Two of the words have a consonant blend. Circle the consonant blend.

4. Write the list word that means the opposite of few. Write both words. many few

5. Write the list word that has the vowel sound /o/ you hear in:

fall



salt



(boy)

toy

6. Write the list word that rhymes with Notice how the vowel sound is spelled. There is a happy word that also rhymes with



Do you remember it? joy

7. Write two list words that begin with a consonant blend. started plant

started
plant



Remember

In some words, the -ed ending is pronounced as a separate syllable.

Exercise 1: Choral reading of the verse is almost necessary if pupils are going to identify specific sounds in the underlined words.

Emphasize that, whatever the sound of the final consonant (/d/ or /t/), the spelling is the same, -ed.

Exercise 2: The c spelling of /s/ in decided is not to be treated at any length, but merely pointed out as a feature of the spelling of this particular word. You should, however, refer to other words that drop a final e before -ed, such as love, loved.

Exercise 3: Make sure that pupils identify the pictures correctly.

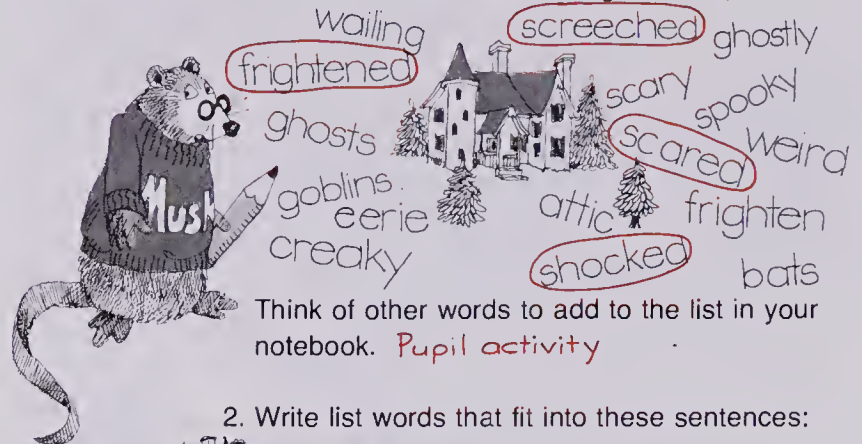
Develop the idea that i—e is the general rule for spelling /i/. However, the list word kind is an example of many words (find,

mind, bind, etc.) in which /i/ + nd is spelled ind. On the other hand, there are only three words in which /i/ + ld is spelled ild; they are wild, child, and mild.

Exercise 5: Make sure that pupils correctly identify the picture. Point out the au digraph for /o/, but do not elaborate at this point. Alert pupils to the existence of other words using the au spelling for /o/ (fault, haul, etc.).

Using Your Spelling Skills

1. Musky is writing words that suggest haunted houses. Write the words in your notebook. Write all the words with **-ed** endings in a separate list.



2. Write list words that fit into these sentences:



We de c i d e d to visit the haunted house.



James st a r t e d the motor boat.



Jenny didn't know what kind of wild plant she had picked.



Trina saw the little boy fall. She was kind to him.



There are only a few trees in the north.

84

Using Your Spelling Skills

Exercise 1: Having collected and written up the "ghostly" words, pupils should be encouraged to use them. The situation calls for some kind of free writing — a story, skit, or anecdote — in which pupils can utilize their "haunting" vocabulary.

Exercise 2: Explain to pupils that each dash in the unfinished word represents a letter, and that a long line represents a complete word.

Exercise 3: Help those pupils who cannot cope with this code. All the down columns make words, but not all the across columns do so.

Exercise 4: For the purpose of this exercise, *rhyme* means both *sound the same* and *are spelled the same*. Thus find is acceptable, but fined is not.

When the exercise has been completed, check the pupils' spelling of their words by consolidating their lists and writing them on the chalkboard. The words can then be copied into individual and class lists for future reference. It is unwise for you to add unusual words that the pupils have omitted, since such words are unlikely to be part of the pupils' working vocabularies.

3. Use the code below to figure out all the words in "the haunted house."

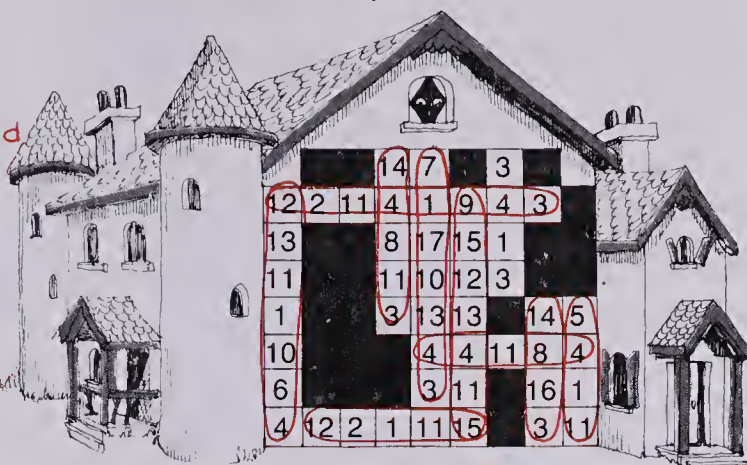
Write the words in your book.

Across

we
screamed
eerie
scary

Down

strange
weird
haunted
mystery
wild
fear



a	c	d	e	f	g	h	i	m	n	r	s	t	w	y	l	u
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

Examples:

bind
blind
find
hind
mind
rind
wind

4. Write words that rhyme with kind. How many can you think of?

5. Dictation

Your teacher will dictate the verse on page 82. Use your book to check your own spelling and punctuation.

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

85

Exercise 5: If you consider the verse too difficult for pupils, write it on the chalkboard, omitting the key words — few, haunted, wanted, etc. Pupils can then write the whole verse, copying and filling in blanks as you dictate.

For the more proficient pupils, dictate the whole verse, directing their attention not only to the spelling of the words but also to the punctuation. You may first need to teach the connection between the intonation patterns and the punctuation marks. This

would require having pupils first identify the changes in your intonation, then where these changes occur in the text, and finally the punctuation mark used. Such a procedure requires that you read at normal speed and with normal intonation not distorted by elocutionary "expression." However, the dash needs to be signalled clearly by a long pause preceded by no change in tone, whereas the comma marks a short pause normally preceded by a rising tone.

Unit Test

Continue to allow pupils who have become proficient in self-correction to check the test and mark their recorded forms independently while you work with the group that still needs some help.

Unit 20

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize that the last letter of some base words changes before the ending **-ed** is added.
- To apply this knowledge as an aid to spelling the past form of verbs.

Pretest

Dictation

The car turned the corner on two wheels.

The flash of light scared me.

The boy climbed the fence.

The cow jumped over the moon.

My friend does his work while he is watching TV.

He cried when he broke his arm.

I enjoyed those stories.

She came sooner than expected.

Someone peeked through the window.

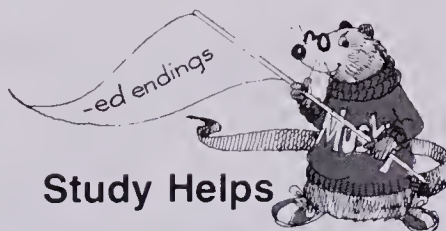
There was a yellow haze around the moon.

We wear warm clothing in cold weather.

She caught the squirrel by its tail.

20

turned
scared
climbed
jumped
does
cried
those
than
window
yellow
wear
tail



Study Helps

1. Read the verse.

The cars jumped, then climbed
On the ride at the fair.
The children screamed wildly
As they rose in the air.
Their stomachs turned over
When the cars raced down,
But they always cried "More"
When they got to the ground.



Write all the underlined words that have the ending **-ed**.

Write the base word for each one.

Which base word was changed before the ending was added? *cry*

*jump turn
climb race
scream cry*

Pretest

How many words did you get right?
Where did you make a mistake?
List the words that were hard for you.

86

2. Look at these words:

cry + ed = cried

try + ed = tried

What change is made in the base word? *The y is changed to i*
Notice that we change the **y** in the base word to **i** before adding the ending **-ed**.

Now add **-ed** to these base words and write the new words in your book: *dry spy. dried spied*

Study Helps

Exercise 1: Review base word + **-ed** before reading the verse. Ask pupils:

1. what sounds we hear at the end of words like jumped and called to tell us that the happening was in the past;
2. how these sounds are spelled;
3. what changes we may have to make in some base words when the **-ed** ending is added.

Read the verse to pupils while their books are shut. Ask them to tell you which words consisted of a base word + **-ed**. When pupils have identified the words, by sound, have them open their books and look at the spelling. Make sure that they recognize that in race the **e** is dropped before the **-ed** is added.

Reteach whatever seems unclear to pupils.

3. Look at the word climb. What is the last sound in the word? /m/

What two letters spell this sound? Write climb. **mb**
Circle the letter you might forget when you climb.
spell this word. Use the study steps with climbed.

4. Write the list words that have two syllables. window
yellow

What vowel sound do you hear in the second syllable? /ō/

What letters spell the vowel sound? ow

Which word has a double consonant? yellow

5. Write the list words in which you hear a vowel + r combination. Say each word. turned
scared
wear

Do you hear the same vowel sound in each word? Are they spelled the same? Circle the vowel + r combination in each word.
No

6. Write the two list words that start with the consonant sound /ʦH/. those
than

Which word belongs in each blank?

I like those red shoes better than my black ones.



Remember

When you add **-ed** to words that end in **-y**, change the **y** to **i** before you add the ending, as in the words cried and tried.

87

Exercise 2: Be sure that pupils realize that the sound of cried is simply cry + /d/. If necessary, lead pupils through the steps cry + **ed** → cri + **ed** → cried.

Repeat the steps with the other words if necessary.

Ask pupils to supply other words they know that are like cry (fry, multiply, reply). Add them to the individual and class lists and tell pupils to look out for more examples.

Help pupils to formulate the spelling generalization in their own words, for this is more likely to be remembered than if the generalization is merely read in the text.

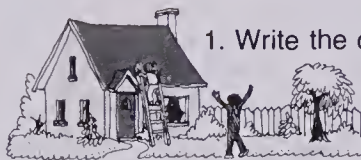
Exercise 3: Rather than referring to a "silent" **b**, present the **mb** at the end of climb as a digraph representing the single sound /m/. This approach emphasizes *spelling* and the development of a visual memory of letter sequences. It also helps pupils to become aware that, although many words in English are not spelled with a one-to-one correspondence between sound and letter, there are consistencies among so-called "irregular" spellings.

Exercise 4: Make sure that, in speaking, pupils give the vowel in the second syllable of window and yellow its full value, and that it does not degenerate into /ə/. This will help pupils remember the spelling of the syllable.

Exercise 5: It is not intended that pupils should develop generalizations from this exercise, but merely that their attention should be drawn again to the fact that the same vowel sound can be spelled in various ways.

Exercise 6: Make sure that all pupils are familiar with the symbol /ʦH/ and that they are aware that it stands for a single consonant sound, not a blend. Have pupils practise saying the words those and than until they become aware of the interdental position of the tongue in this sound.

Using Your Spelling Skills



1. Write the complete sentences in your notebook.

Mother was scared when she saw that Terry had climbed the ladder.



Anna jumped higher than Jenny.



Glen will wear his yellow bow tie.



Where does your mother work?

Look at that piglet's curly tail !



Trevor turned around and looked through the window.

Examples:

The cat was so scared that it jumped through the window.

Jan's face turned red when she had to wear yellow jeans.

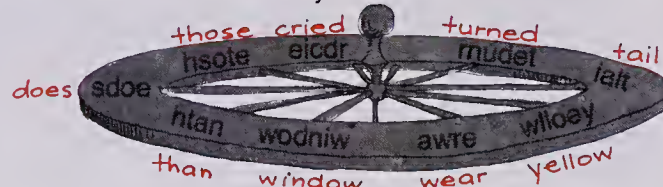
2. Write sentences in your notebook using these groups of words:

was so scared
jumped window

Individual responses

turned red
had to wear yellow jeans

3. Unscramble the words on the merry-go-round. Write the words in your book.



Using Your Spelling Skills

Exercise 1: Tell pupils that the blanks can all be filled by list words and that the pictures will give them clues. Remind them to proofread their sentences for errors in copying and punctuation as well as in the spelling of the new words they write.

Exercise 2: Encourage pupils to write imaginative, interesting, or humorous sentences that they can share with others. Be sure the writing is proofread. Check the writing.

Exercise 4: If you find that some children have difficulty with the puzzle in this exercise, pair them with pupils who are able to help them. It is important that even the weaker pupils do some of these types of activities. Tell pupils to try starting with different consonant letters until they finally recognize the word.

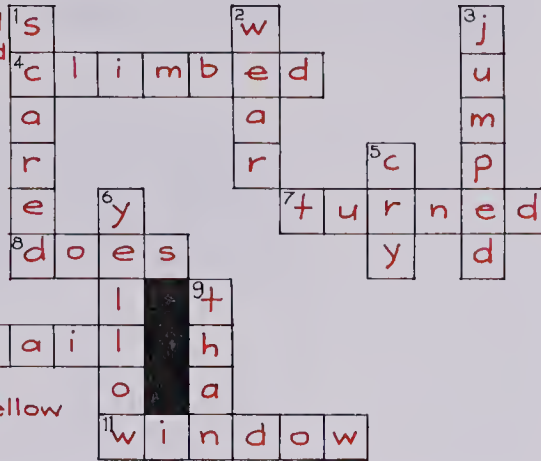
4. Use the clues to find the words in this puzzle. All the words are list words. Write the answers in your book. Number them carefully the way they are in the puzzle.

Across

4. rhymes with timed *climbed*
 7. rhymes with burned *turned*
 8. He does his work well.
 10. The fox has a bushy tail.
 11. You look through this. *window*

Down

1. frightened *scared*
 2. You do this with clothing. *wear*
 3. rhymes with bumped *jumped*
 5. You do this when you're hurt. *cry*
 6. the color of dandelions *yellow*
 9. rhymes with fan *than*



5. Musky wrote some sentences, then read them over and found mistakes in spelling. Musky marked each misspelled word. Help Musky rewrite the sentences with the correct spellings.



- (a) He duz not know how to clime the ropes. *does climb*
 (b) A yellowe bird came to the windoe. *yellow window scared those*
 (c) I am scarred of thoes noisy dogs.
 (d) My little brother cryed when the donkey swished its tale. *cried tail*

Unit Test

Your teacher will dictate the list words in this unit. If you misspell a word, write it in your special list.

Unit Test

Exercise 5: Remind pupils that the misspelled words are list words that by now they should be able to spell without difficulty. If you find errors when this exercise is checked, suggest that pupils use the five-step learning technique.

The unit test should alert you to problems that some pupils are having in their spelling. Examine pupils' errors to see if there seems to be a pattern to the kind of errors they make. This will guide you in the kinds of remedial teaching you should provide for these pupils. If problems can be diagnosed at an early stage, they are more easily corrected than if they are ignored.

Unit 21

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize words in which /o/ is spelled **ough** as in thought.
- To apply this knowledge in writing words in which /o/ is spelled **ough**.

Pretest

Dictation

I thought I saw a ghost.
Sara brought her friend to the game.
I bought an expensive gift for my mother.
We finished our work before lunch.
I cut my finger peeling the apple.
Everyone was gone when the storm began.
Sue gave her pup a kiss.
Where have you been all this time?
Let me know when your work is done.
I broke my bicycle chain.
The man invented a new ma-
chine.
Jerry hurt his knee playing soccer.

21

thought
brought
bought
finished
cut
gone
kiss
been
done
broke
machine
hurt

Pretest

How many words did you get right?
List the words that were hard for you.

90

Study Helps

1. Read the verse.

Dick thought and thought —
Then decided this machine he brought
Was not what he had bought!

Say the underlined words. What vowel sound do you hear? /o/
Notice that in these words the vowel sound /o/ is spelled with the letters **ough**. There are only a few words that have this spelling. Two others are fought and ought. Write the five words that use the letters **ough** to spell /o/. Underline the ones that are list words. thought brought bought fought ought

2. Find another list word that has the vowel sound /o/. gone
How is the vowel sound spelled in the word gone? o-e
Now find a list word that looks like gone but is not pronounced in the same way. done
What vowel sound do you hear in done? /u/
How must you remember to spell it? with an o and an e at the end.

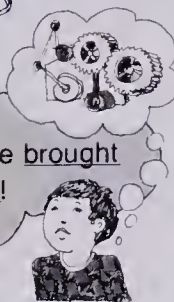
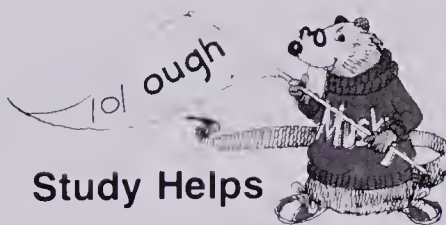
Study Helps

Exercise 1: Read the verse to pupils and briefly discuss its meaning. Then have pupils say the underlined words. Write the words on the chalkboard and ask pupils to underline the letters that stand for the vowel sound. If, as is likely, they underline only the o or the ou, have them identify the sounds of bought, and write them in the forms /b/ /o/ /t/. Ask again which letters represent the spelling of the vowel sound /o/. To clear up any possible difficulties,

write on the chalkboard the two forms of the word, the one under the other:

bought
/b/ /o/ /t/

Now have pupils underline or even box in the letters **ough**. Again, do not refer to silent letters. Emphasize that, though the spelling is strange, the words are commonly used. Tell pupils also that there are only a few of these words.



broke

3. Write a list word with the vowel sound /ō/ you hear in:



Notice that it has the **vowel + consonant + e** pattern. The picture words have the same spelling pattern. Can you spell them?

4. Write two list words that begin with /k/. How is /k/ spelled in each word? **kiss** **cut**

Remember that /k/ is sometimes spelled with the letter **k** and sometimes with the letter **c**.

Write another list word that has /k/. **broke**

5. Look at the word machine.

Say it to yourself.

What sound do you hear in the middle? **/sh/**

How is the sound spelled in this word? **ch**

How is it usually spelled? **sh**

What is the vowel sound in the second syllable? **/ē/**

How would you expect it to be spelled? **with the letters ee or ea**

Look carefully at the spelling of this word.

This is a very odd word.

Remember



6. Write a list word with the ending **-ed**. **finished**

Add the ending **-ed** to **kiss**. **kissed**

A few words use the letters **ough** to spell the vowel sound /o/, as in brought, bought, and thought.

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Exercise 3: Make sure pupils identify the pictures correctly. Check pupils' spelling of the picture words.

Exercise 4: Even at this point in the book, you may have to remind pupils that /k/ stands for a sound that may be spelled in different ways. The only sure way to identify the words that begin with a particular sound is to say them and to listen for the sound.

Exercise 5: Remind pupils that, since machine is so odd, they will need to use the five-step learning process — LOOK, SAY, COVER, WRITE, CHECK. It will probably help some pupils if you work each step in this exercise with them. Have pupils answer each question orally.

Exercise 2: Ask pupils how they would expect to spell the words gone and done. Then ask them how they would expect to read the two words (taking into account the regular /ō/ pronunciation of the **o — e** spelling).

Emphasize the uniqueness of the spelling of these two words by asking pupils to find rhyming words for gone and done respectively and to examine the spelling of the words they find. They may suggest shone and, in Scottish

communities, scone; these are the only words in which /on/ is spelled **-one**. In the case of done, the only words showing the same **-one** spelling for /un/ are one and none.

To help pupils remember the correct vowel letter to use in done, link it with the other forms of the verb:

do
does
done

Using Your Spelling Skills

1. Read the words in the boxes.
Do they make you think of a sentence?
Write the complete sentence in your book.

Individual responses

Examples:

The nurse
brought a bandage
to put on Mario's
cut.

Father bought a
machine that
could blow the
snow off the
driveway.

They thought
the work had
been done.

nurse	brought	bandage
Mario's	cut	

bought	a	machine
could	blow	snow
off	the	driveway

work	been	thought
done		

2. Complete the sentences with list words.
Write the sentences in your book.



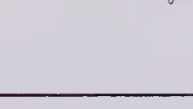
I thought I had bought a new book, but the cover was cut.



Father cut up the meat that he bought in the supermarket.



My mother finished the repairs on the machine.



When I broke the glass, I cut my finger. It hurt.

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Using Your Spelling Skills

Exercise 1: Oral discussion and questioning probably provide the best possible help in this kind of exercise. Have pupils read the words (across the line) orally. This should immediately bring to mind the extra words needed for the sentence. The last sentence is a bit more difficult than the others, but most pupils will see the relationship among the words.

Exercise 2: Most pupils should be able to work independently on this exercise after being reminded that the missing words are all list words.

Work through the exercises orally with those who have difficulties to ensure that they copy the correct list words into their books.

Warn all pupils to check for mistakes in copying from the text.

Exercise 3: Remind pupils to say the rhyming words to themselves to check that they do, in fact, sound the same. Tell pupils that they should find as many words as they can and not limit themselves to list words. If any pupils attempt to rhyme gone and done, remind them to say the words and to listen to them, not just to look at them.

3. Rhyming words are words that sound the same at the end. Sometimes they are spelled almost the same, like: kiss and miss and hiss.

Sometimes the words sound the same at the end, but the sounds are not spelled the same, like: hurt and dirt and Bert.

Write rhyming words for each of these words.

Remember the spelling of the rhyming sound can be the same or different. *Other individual responses.*

Examples:

gone *Don* miss *kiss* but *hut* smoke *croak*
dirt *hurt* fought *thought* seen *been* fun *bun*

1. cut 6. hurt 4. Musky helped the storekeeper make signs.
2. bottle 7. machine Musky played a trick on the people and mixed
3. broke 8. coffee up some of the words.
4. gone 9. finished What do you think the signs should be? Write
5. kisses each one in your book.



Unit Test

Your teacher will dictate the list words in this unit.
If you misspell a word, write it in your special list.

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Unit Test

Exercise 4: You may find it necessary to isolate the scrambled words from the picture, or even to write the notices themselves on the chalkboard to help pupils perceive clearly the scramble and its context.

Remind pupils that carefully saying a word you want to spell often helps you to spell it correctly. Saying the word is a help particularly for young children, who frequently omit or fail to release the final /t/ in words like bought, thought, etc.

Unit 22

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize words in their possessive form.
- To apply this knowledge to spelling and punctuating the possessive form of words.
- To hear and identify the sound /ō/.
/ō/.
- To relate the sound /ō/ with the spelling o — e.

Pretest

Dictation

We had a party for our mother's birthday.

My dog's collar is lost.

My friend's family is moving.

Fido's nose always feels cool.

Jan broke a bone while skiing.

The squirrel disappeared through the hole in the roof.

I hope you can come again.

We walked around in the park.

I would like you to write another story.

I woke up early this morning.

We should get together more often.

When will you come to see me?

22

mother's
dog's
friend's
nose
bone
hole
again
around
another
woke
together
come

Pretest

How many words did you get right?

If you made a mistake, look carefully to see where it was.

List the words that were hard for you.

José
doze
bone
nose
woke
joke

94



Study Helps

1. Read the verse.

One day as José lay in a doze,
He saw a bone around his dog's nose.
Then, at his mother's call he woke,
To find this was only a best friend's joke.



Look at the underlined words.

Notice that each word has the ending **s**. This ending means "belonging to," or "of the." For example:

The dog's nose means "the nose belonging to the dog."

The friend's joke means "the joke of the friend."

Write the list words that have the ending 's.
mother's dog's friend's

2. Look at the verse again.

Write the words that have the same vowel sound as in these picture words:



How is the vowel sound /ō/ spelled in all these words? o — e

Write the list words that have /ō/
nose bone hole woke

Study Helps

If the pretest shows that pupils do not know the use of the apostrophe in possessive forms, then it must be taught. You could begin by asking what is meant by *my friend's skates*. When you have clearly established that it means *the skates belonging to my friend* (not necessarily in those words), repeat the phrase and ask the pupils how they knew that that was what you meant. They may have trouble in isolating the /s/, but it is essential for them to do so. Write the word friend on the chalkboard and ask what has to

be added to represent the /s/. Write friends under friend; ask what it means and establish that the letter s could, in this case, mean *more than one*. Then explain to pupils that the apostrophe is inserted before the s to signal *belonging to*.

Complete the pattern on the chalkboard so that it reads:

friend	one friend
friends	more than one friend
friend's	belonging to a friend

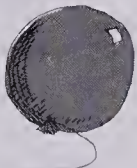
3. Find a list word that has the spelling pattern **o — e** , but does not have /ō/. Write the word come.

What vowel sound do you hear? You must remember this **VERY ODD SPELLING.**

4. Say these picture words.



rabbit

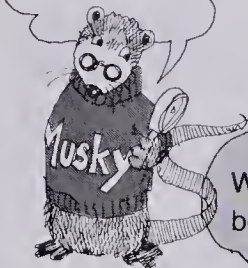


balloon

How many syllables do you hear? **Two**
Write the list words that have the same number of syllables. **mother's again around**
Two list words have **three** syllables. Write them. **another together**
Circle the vowel + r combination in each of these words.

5. Write the two base words that make up the compound word another. **an other**

Remember



6. How do you say the second vowel sound in again? Is it /e/ or /ā/? Whichever way you say it, the spelling is the same — **ai**.
Write the word in your book.

We use the ending **'s** to show that something belongs, as in: **mother's** and **dog's**.

Now turn to the text and work through exercise 1. Help pupils develop the generalization.

Exercise 2: Pupils must identify the pictures correctly. Have them say the words (rope, cone) so that they can hear the vowel sound /ō/, then identify the words in the verse that contain the sound and arrive at the spelling pattern inductively. Some pupils may suggest other /ō/ words with the same spelling (lone, stove, hope). These can be added to individual and class spelling lists.

Exercise 3: Suggest to pupils who have problems with come that they use the five-step method.

Exercise 4: Do not write the words rabbit and balloon. Work from the sounds alone so that pupils are trained to *hear* syllables before they attempt to spell them.

Exercise 6: Ask different pupils to say the word again. Have the class decide whether the second vowel is the same in each case and, if not, what the vowels are. Then point out that both /e/ and /ā/ pronunciations are acceptable, but that there is only one spelling — again.

Using Your Spelling Skills

1. In your notebook write the picture words that go in the blanks. Be sure to write the ending that means "belonging to."
Write the complete sentence in your notebook.



brother

The skis are not mine. They are my brother's skis.



teacher

The book is not mine. It is my teacher's book.



Sara

The dress is not mine. It is Sara's dress.

Did you use an apostrophe in each ending?

2. Look in your reader and find six more words that mean "belonging to." Write the words in your notebook. *Pupil activity*

3. Write the words in alphabetical order. Do you remember how to arrange words that begin with the same letter?
If not, look back to Unit 10.

bone	again	dog's	come	another
friend	hole	cut	been	hurt

again
another
been
bone
come
cut
dog's
friend
hole
hurt

Using Your Spelling Skills

Exercise 1: If this exercise reveals that some pupils still have problems remembering to put the apostrophe in possessives, you could give them additional practice using sentences such as these:

1. The coat is not mine. It is my _____ coat. (belongs to my sister)
2. The ball is not mine. It is your _____ ball. (belongs to your brother)

Then vary the sentence structure. For example:

3. The jacket does not belong to me. It is _____ jacket. (belongs to Helen)

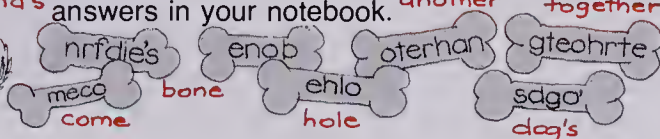
Remind pupils that, as with contractions, an omitted apostrophe is a spelling error.

Exercise 3: Some pupils may need more than a "look back" at Unit 10. Go through the alphabetizing process orally with them before they write the words in their books. Be sure to review second-letter alphabetizing.

Exercise 4: For this exercise you may wish to have pupils work in pairs. Remember that this type of exercise is not merely meant for "fun" but to emphasize letter order in words.



4. Help José's dog find all its bones by unscrambling the word in each bone. Write the answers in your notebook.



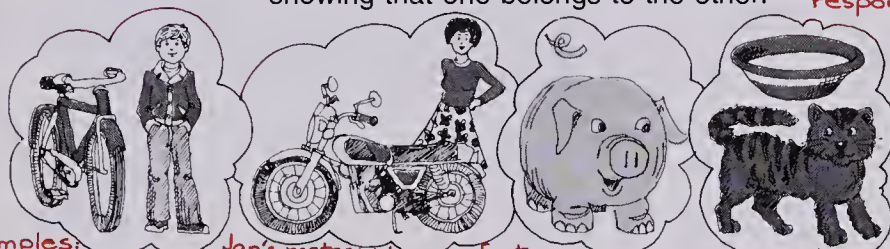
5. There are nine list words hidden in this puzzle. As you find them, write them in your book.

Across
mother's
around
bone
friend's
again

Down
another
woke
nose
dog's

m	o	t	h	e	r	'	s	d
v	t		s	a	i	d	r	
u		w		i	n	d		
a	r	o	u	n	d			d
n		k	b	o	n	e		o
o		e		s				g
t	f	r	i	e	n	d	'	s
h	r			b	r	q		
e		a	g	a	i	n		
r		t	f	l	c	a	c	

6. Write a sentence for each set of pictures, showing that one belongs to the other.



Individual responses

Examples:
Tom's bike is new.

Jan's motorcycle goes fast.

The pig's tail is curly.

The cat's basket is in the corner.

Unit Test

Your teacher will dictate all the list words in this unit. If you misspell a word, write it in your special list.

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Exercise 5: Because this is the first example of a different type of crossword puzzle, explain to pupils that the letters of each of the words are in the correct order, but that the whole word may have extra letters in front of it or after it. Tell them that the words may be found by going down the columns as well as across. Have pupils work in a group to find a few words before asking them to work independently.

Exercise 6: Be sure pupils understand that they are required to write a complete sentence, not just a phrase, and that in each sentence they must show possession by means of an apostrophe. Encourage pupils to make their sentences interesting.

Remind pupils to check the spelling and punctuation of their sentences. This situation is an opportunity for pupils to proof-read each other's work.

Unit Test

Direct pupils to examine their errors in comparison with the errors they made on the pretest. Were the apostrophes omitted? Were there mistakes in two- and three-syllable words? Was the same word misspelled both times? Was it misspelled in the same way each time?

Unit 23

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To identify words in which **e** is dropped when **-ing** is added.
- To apply this knowledge in writing words with an **-ing** ending.

Pretest

Dictation

We grow potatoes in our garden.
The farmer lost his crop when it hailed.

We were very hungry after the hard work.

We had cookies and milk for dessert.

The woman was angry when a noise awakened her.

We had a heavy snowfall last winter.

The doctor visited the sick man.
That woman is the Chief of Police.

Are you having a party?

Please call before you come.

I hope you are coming soon.

I caught a giant-sized pickerel.

Study Helps

Pupils whose pretest results show competence in spelling could be assigned only those exercises that are relevant to their individual needs. They could then work independently on the "Using Your Spelling Skills" section.

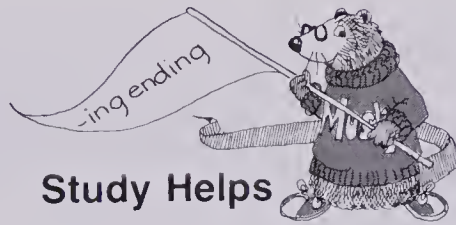
23

garden
farmer
hungry
cookies
angry
winter
doctor
woman
having
before
coming
caught

Pretest

How many words did you **come** get right? List each word that was hard for you. Was the word hard in the beginning, or in the middle, or at the end?

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Study Helps

1. Read the verse.

In a garden sat the hungry farmer.
Nothing grew — it did alarm her!
Cookies she munched.
Sixty-six for lunch!
But the doctor said it didn't harm her.



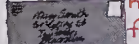
Write all the underlined words that have the same number of syllables you hear in:



airplane



pocket



letter

garden
hungry
farmer
cookies
doctor

2. Write the other list words that have two syllables. **angry winter woman having before coming**
3. Look at the word coming.
What is its base word? What is the ending? **ing**
What letter of the base word is missing in coming? **e**
Look at having. Write the base word. **have**
What letter is dropped before adding the ending **-ing**? **e**
Now add **-ing** to these words.
Write the new words in your book.

hide make race hope
hiding making racing hoping

Work through the exercises orally with the remaining pupils so that you can check their work closely and thus identify those who need extra help.

Exercises 1 and 2: Remind pupils to say the words quietly to themselves to check the number of syllables they hear and to tap out the rhythm of the words if they are unsure.

Exercise 3: If pupils are having trouble writing words with **-ing** endings in which the final **e** has to be dropped, write a list of words like this on the board. Discuss with them how each **-ing** form is spelled:

sing	singing
play	playing
hide	hiding
work	working
take	taking
ride	riding

4. Write the words that match these meanings:

- | | | | |
|--------|----------------------------------|--------------------|---------|
| hungry | (a) needing food | (e) a female | woman |
| before | (b) opposite of <u>after</u> | (f) upset | angry |
| garden | (c) place for growing vegetables | (g) cures the sick | doctor |
| coming | (d) opposite of <u>going</u> | (h) good to eat | cookies |
| | | (i) cold season | winter |

5. Write the list words that end with the vowel hungry sound /ē/ spelled with the letter y. angry

6. Write the three list words that end with a vowel + r. farmer winter doctor
Which one is different from the others? doctor
How? The ending is or.

7. Write the word that is a plural. cookies
Write it to mean "just one." cookie

Remember

With words like come and have, take off the letter e before adding the ending -ing.

Using Your Spelling Skills

1. Find five words in your mathematics book that have two syllables.

Look in a science book for the names of five animals that have two syllables.

Look in a science book for the names of five plants that have two syllables.

Write all these words in your special lists.

Pupil activity.

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If this sound-symbol relationship needs to be taught, the following procedure is suggested. Ask pupils to say the word mommy as if they were calling to her. Ask what the final syllable rhymes with (we, bee, knee, etc.). Repeat with daddy. Write the two words on the chalkboard and ask how the final sound is spelled. Ask for other examples of similar two-syllable words ending in /ē/ (like baby, puppy, happy) and check the spelling of the final vowel sound. Develop with pupils the generalization that /ē/ at the end of words of two (or more) syllables is generally spelled y.

Exercise 6: Remind pupils to be on the watch for vowel + r words spelled or, as these are exceptions to the general er spelling.

Exercise 7: Check to see that all pupils understand plural. Explain that both cooky and cookie are correct, but that the plural is always cookies.

Using Your Spelling Skills

Exercise 1: If you have pupils in your class who frequently don't get around to this activity because of the time required for "Study Helps," write a list of, say, mathematics words on the board. Ask them to pick the words that have two syllables and then write these words in their special lists. For example:

subtract	addition
add	problem
minus	fifteen
seven	count
numbers	measure

Have pupils note that spelling changes occur only in the words that end with e and that the change is the dropping of the e. Seeing other words besides the e words reinforces the generalization that is to be stressed in this unit.

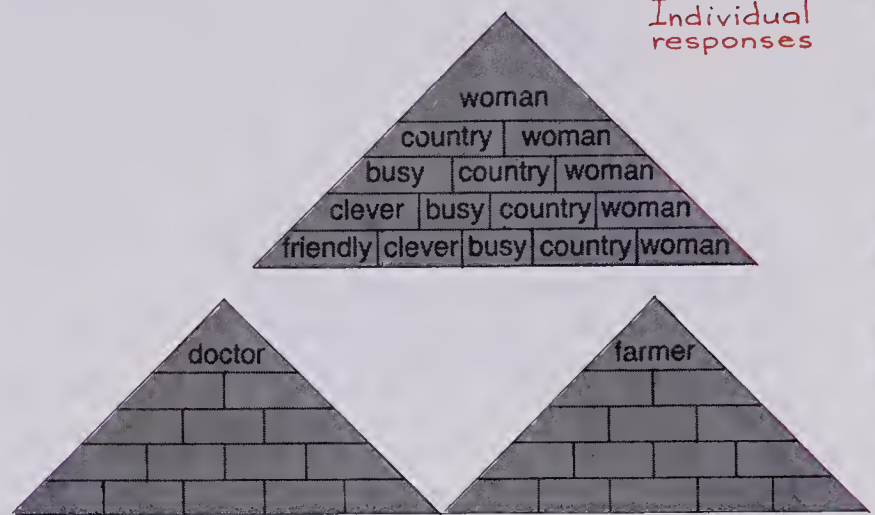
Exercise 4: Make sure that pupils understand the instructions, since the exercise calls for words that are similar or opposite in meaning to the given words or phrases. Remind pupils that the answers are all list words.

Exercise 5: Review the y spelling of a final /ē/ in two-syllable words.

Actually the final y in words like angry is pronounced with a sound more like /i/. Words like mommy and daddy are often spoken with an equal stress on both syllables, and in these circumstances the final sound is clearly /ē/. However, it is not considered useful to introduce concepts of stress at this point. Therefore, the two versions of the final y are combined and represented by the symbol /ē/.

2. Build word pyramids, using some of the words below the frames. The first is done for you.

Individual responses



helpful kind gentle clever

hungry busy strong weary

Can you think

Can you think

of more words to add? Individual responses.

of more words to add? Individual responses

Examples: smart, cheerful, understanding, patient

Examples: big, tired, jolly, friendly

3. Write the plurals of these words:

garden^s farmer^s winter^s cookie^s doctor^s

Do you know how to spell the plural of woman?

Can you find out by looking in a dictionary? (womeⁿ)

4. What are the missing letters?

Write the words in your book.

w <u>i</u> n t e r	g a r d e n	f a r m e r
w o m a n	c o o k i e s	c o m i n g
a n g r y	d o c t o r	b e f o r e

Exercise 2: If pupils have queries concerning word pyramids, suggest that they look back at page 47 where they met them before. With some pupils you may have to work on this exercise orally.

Exercise 3: If you find pupils who do not know how to use a dictionary, show them how to find woman by using the alphabetizing skills they have learned and then to look for women. Compare the pronunciation of woman and women. Point out that the pronunciation of the first syllable changes, but not the spelling. Draw from pupils that the spelling of the second syllable shows the same vowel change as man, that is man → men. The word women is the only word in which the sound /i/ is spelled o.

Exercise 5: Stress the importance of proofreading for mistakes in copying.

5. Write the complete sentences in your notebook.



Jeanne and her dad made cookies.



Oscar caught the measles, so the doctor was coming.



The farmers took the vegetables from their gardens before winter came.



Mary was so hungry she had a snack before dinner was ready.



6. Musky is writing again, but the story isn't finished. Copy Musky's story. Be sure to find the spelling mistakes and correct them. Then finish the story in your own way.



Frisky said to herself, "I will have garden to plant a grden befor summer before comes. All the rabits grow carrots rabbits and cabbages. I dont want to be don't the same. What do I like when I'm Im hungre? I know! Cookies!" hungry

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

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Unit Test

Exercise 6: Encourage originality and imagination. If pupils need some help to get started, remind (or tell) them of "Hansel and Gretel," or "The Big Rock Candy Mountain."

Have pupils proofread their work. Write the corrected version of Musky's part of the story so that pupils can check their proofreading.

If you would like to put pupils' writing on a bulletin board for others to read and enjoy, be sure to help each pupil to make sure every word is spelled correctly. Remind pupils that the purpose of writing is to have someone else read it, and that correct spelling helps the reader to read.

Continue to use the unit test to diagnose difficulties in spelling.

Unit 24

Objective

To review and extend the use of those high-utility words listed in Units 19-23.

Enabling Objectives

- To apply the knowledge of spelling principles used in writing words:
 1. with **-ed** endings
 2. showing possession
 3. with **-ing** endings
- To hear and identify words in which /o/ is spelled **ough**, and to apply this knowledge as an aid to spelling such words.

Looking Back

Exercise 1: As pupils review their record forms and unit-test results, spend a few moments with each pupil to refresh your memory of the individual performance. You should then be able to assign specific exercises in this unit for individuals or small groups.

You might also spend a few minutes with the whole class, reviewing the study steps on page 5. Establish with pupils that, when they are looking at a word and saying it, they should think about the way the word sounds and the letters that are used to spell the sounds in the word.

Guide pupils in their examination of their records and lists from Units 19-23. Ask them to check which of the generalizations has given them the most trouble. If you find a group of pupils who are having trouble generally with

spelling, give them extra help. For example:

Say a word (such as skate).

Ask pupils what letters spell the first sounds. Then ask them what we call this letter combination. (*blend*) Write the letters on the chalkboard.

Say the word again and tell pupils to listen to the middle sound. Ask pupils how this sound is usually spelled. Is this an odd word that has been studied by itself? Write the usual spelling on the chalkboard.

Say the word and ask pupils to listen for the final sound, to say the letter that spells it, and to tell where it goes in the sequence. Write the letter.

This practice emphasizes to pupils the importance of relating sounds to the letters that spell them and of observing the sequence of these letters.

When working with generalizations, you could use this proce-

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Looking Back

1. Look back over the last five units and write the words you found hard to spell.
2. If you found the **-ed** words hard to spell, write words in your notebook to finish these sentences:



The girls finished the search of the haunted house.



The children screamed when the lightning scared them.



Vince climbed the tree to get his kite.



The cow jumped over the moon.

brought
ought
thought
bought
fought

3. Write all the words from the lists below that have the vowel sound /o/.

brought	thought	bought	doughnut
ought	though	fought	found

Which letters are used to spell /o/ in the words you wrote? The letters ough

4. Write these words with **-ing** endings:

bake	<u>baking</u>	cry	<u>crying</u>	climb	<u>climbing</u>	come	<u>coming</u>
walk	<u>walking</u>	have	<u>having</u>	finish	<u>finishing</u>		

5. In Unit 22, you used apostrophes to show *belonging* to. Read these sentences. Write only the words that show *belonging* and add an apostrophe in the correct place.



farmer's

The farmers dog followed him to the field.



dog's

The dogs leash was broken.



sister's

Jane met her sisters friends at the pool.



woman's

The womans cookies were enjoyed by all.



The children had fun at the teachers party.

teacher's

6. Dictation

Look over these words.

Your teacher will dictate them to you.

decided	cried	again
few	thought	around
scared	machine	caught
climbed	friend's	before

If any of these words are especially hard for you, use the study steps:

LOOK SAY COVER WRITE CHECK
to help you.

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This is a good time to suggest that pupils ask themselves whether they are paying attention to the following:

1. careful pronunciation
2. careful handwriting
3. careful checking as to where misspellings occur
4. use of the five-step study method.

You may want to construct a wall chart to remind children of these rules:

Checking Up

1. Did I say the word carefully?
2. _____
3. _____
4. _____

Assign the remaining exercises as needed. If some pupils have no errors in the preceding five units, suggest that they spend some time with their own special word lists, adding words to the class charts, or making up word puzzles or coded messages.

Exercise 3: Remind pupils to say each word and listen for the /o/ sound.

Exercise 5: Check the answers in a group. You may want to have individual pupils each write a sentence on the chalkboard; have the other pupils decide whether the sentence is correct and then compare the sentences they wrote with the one on the chalkboard.

Exercise 6: The word caught must be put in a sentence in order to distinguish it from cot; friend's needs a context to indicate the necessity for the apostrophe showing possession. Otherwise the words may be dictated singly, since they should be very familiar to pupils.

dure: Write a list of, say, six words on the chalkboard to illustrate the changes in the base word when adding **-ed**:

want
race
cry
stop

Discuss with pupils what happens to each base word when **-ed** is added. Write a fresh set of words.

start
decide
plan
try

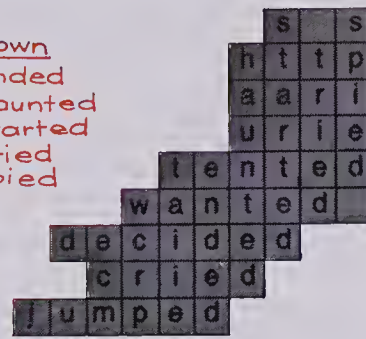
Ask pupils to state the generalization that applies in each case and then spell the base word + **-ed**.

Remind pupils also that with many common words some sounds are not spelled with the letters that usually represent those sounds, nor do generalizations apply to every base word + ending. If a word is *odd*, it must be learned separately. You could use, as examples, the spelling of come, the plural of tooth, the base have + **ed** → had.

7. Find the ten -ed words in this puzzle.
Write the words in your book.

Across
tented
wanted
decided
cried
jumped

Down
ended
haunted
started
tried
spied



(a) wild
climbed
time
kind
I'll

8. Write the words that have:

(a) the vowel sound /ī/:

wild climbed winter finished
picnic time kind I'll

(b) two syllables:

also cookies winter jumped jump
store funny story around beauty

(b) also
cookies
winter
funny
story
around
beauty

9. Remember that words can rhyme if they sound almost the same, even if they are not spelled the same.

Which of these words rhyme? Write them in pairs in your book.



List 1

scare
tail
thought
hurt
come

List 2

caught
dirt
wear
sum
whale

scare
wear
tail
whale
thought
caught
hurt
dirt
come
sum

Exercise 7: Remind pupils to look across and down for the words. Have different pupils write the words they found on the board and then have the class compare their individual lists with that on the board.

Exercises 8-10: These all require pupils to say the words and to listen to the sounds.



10. Read these lines:

O Canada, our home and native land ...
 With glowing hearts we see thee rise ...
 And stand on guard, O Canada ...
 O Canada, glorious and free ...

Make three columns in your notebook like this:

One-syllable words	Two-syllable words	Three-syllable words
O our home and land with hearts we see	thee rise and stand on guard and free	native glowing Canada glorious

Write each word of the verse in the right column.

11. Help Musky find the spelling mistakes in this story.

Write the words correctly in your book.

Before
 scared
 climbed
 window
 weird
 tail
 yellow
 haunted
 around



Before I went to school, something happened that really scared me. I climbed out of bed and looked out the window. What did I see but a weird thing with a tale and yelow wings. I thought for a minute our place was honted. When I screamed, I got mothers attention. She came around the corner like a bullet. She told me that Janet my sister, was wearing a costume for the school play. I turned over for another sleep. What a nightmare.

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Review Test

Exercise 11: Suggest to pupils that they read the whole story first to be sure they understand what words Musky was trying to write. Then have them write correctly only those words that are misspelled.

Proceed as before if you have been giving review tests. In lieu of a review test, you may wish to test individual pupils on their lists of problem words.

Check each pupil's work individually to see whether he/she is improving his/her proofreading. Discuss any errors with the pupil.

Special Unit: Beautiful Spring

Objectives

- To provide variety in the spelling program.
- To develop interest in learning to spell words that relate to special seasons.

Beautiful Spring

1. Some "spring" words:

spring	sunshine	rain	grass	flowers
thaw	showers	April	plants	tulips
March	gardening	May	June	nature
marbles	skipping	crocus	planting	birds

Examples:

green
warm
umbrella
puddles
raincoat

Can you think of some other spring words?

Add them to your list. *Individual responses*

Ask a friend to dictate all the words to you.

Check your spelling. Do you have to study some of the words?

2. Write the words in the list that have endings.

marbles gardening plants flowers birds
showers skipping planting tulips

3. Think of the right word for each blank. Write the complete sentences in your book.

When the warm weather begins to melt the show, we know that spring is here. Green grass starts to grow. The days grow longer, and all the birds come back to build their nests.

birds
blooming
tulips
May
grass
sunshine
leaves
trees
showers
skipping

4. Look at the spring picture. How many words in the circle fit the picture? Write some sentences about the picture, using as many words from the circle as you can. *Individual responses*



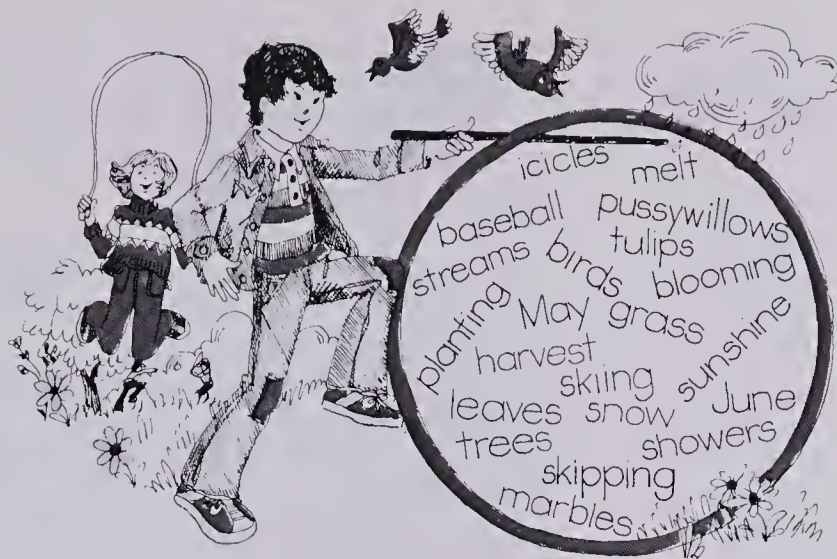
106

Teaching Suggestions

This is another special unit and it should be treated accordingly. No formal testing is required beyond a discussion and correction by pupils of the exercises. The emphasis should be placed on such matters as vocabulary development, precision of language, and the extension of a spelling consciousness beyond the normal bounds of a spelling program.

The general suggestions contained in previous special units also pertain to this one.

Exercise 1: Make sure that pupils read all the words aloud so that you can check that they know the words.

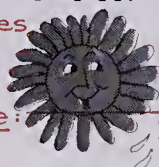


5. Write the first letter of each picture word.
What words did you write?



6. Finish this verse:
Individual responses

Example:



Sunshine and rain,
It's spring again!
Come out and play.
What a lovely day!

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Exercise 2: With the insecure spellers, review the various endings that can be added to base words: **-ing**, **-ed**, plurals.

Exercise 3: Point out to pupils that the blanks can be filled by words from exercise 1.

Exercise 4: The words that do not fit the picture might well be used in sentences contrasting spring and winter. Have pupils share their sentences by reading them to the group or publishing them in a "Spring Anthology."

Exercise 5: Make sure that pupils can identify all the picture symbols.

Exercise 6: Some pupils will have no problems finishing the verse and may even want to write other verses, an activity that should be encouraged. You may need, on the other hand, to conduct a "co-operative" writing activity with another group of pupils.

Publish the verses in the "Spring Anthology."

Unit 25

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the following vowel sounds:
 - /e/ as in head
 - /è/ + r as in heard
 - /ã/ + r as in bears
- To establish the following sound-spelling relationships:
 - /e/ spelled **ea** as in head
 - /è/ + r spelled **ear** as in heard
 - /ã/ + r spelled **ear** as in bear
- To hear and identify the vowel sound /ō/ as in snow.
- To establish the **ow** spelling of /ō/ as in snow and know.

Pretest

Dictation

Our earth is warmed by the sun.
We heard about your good news.
The wind blew the hat off my head.

The bears hibernate all winter.
I really like brown bread the best.
I'm getting behind with my work.
Let's try fishing in the river.

You'll have to show me where to go.

I wish this snow would melt by noon.

Can you do any magic tricks?

I know someone who can do these tricks.

We once saw a real magician.

25

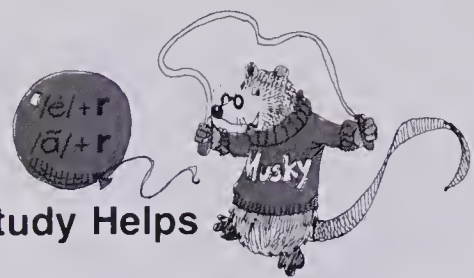
earth
heard
head
bears
bread
behind
river
show
snow
magic
know
saw

bead
seed
heard
stirred
bears
stairs
bird
blurred
know
though
pie
eye
wear
fair
high
dry

Pretest

How many words did you get right?
Did you make a mistake? Where was it?
List the words that were hard for you.

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Study Helps

- Listen for the rhyming words as you read this verse and notice how they are spelled.

You've noticed, of course, that words can rhyme. Yet have different spellings some of the time. There's bead and seed and heard and stirred; There's bears and stairs and bird and blurred. There's know and though and pie and eye; There's wear and fair and high and dry.

- Write the pairs of rhyming words in the verse.
- Did you notice that the letters **ea** sometimes spell the vowel sound /e/ ? Write the picture words that have the vowel sound /e/ .



bread



(leaves)



- We use the letters **ea** to spell other sounds too.

We use **ea + r** in some words to spell two different sounds.

Say the words earth and heard.

The first two sounds in earth are the special sound /è/ + r .

Examine the errors in the pretest carefully in order to ascertain how much teaching has to be done and which pupils need it.

The list words in this unit, although common, show divergent spelling patterns from the generalizations that have been presented in previous units. Rather than suggesting that the spelling of English is hopelessly confused, tell pupils that each group of words is limited in number and that they can soon learn all the words of each group.

The /e/ spelled **ea** group contains about sixty words and is the largest of the three. The /è/ + r spelled **ear** group has about a dozen words of which earl, early, earn, earth, heard, learn, pearl, and search are the most common. The /ã/ + r spelled **ear** group contains only bear (noun and verb),

Now say the word bears.
Listen for the vowel + r sound. This special sound combination is shown as **/ā/ + r**.



2. Read these sentences:

I can hear the birds.

Yesterday I heard the birds.

Did you notice that the vowel sound is different in the two underlined words?

The vowel + r sound in hear is **/ē/ + r** and in heard it is **/ē/ + r**.

show
snow
know

3. Write three list words that rhyme.

What vowel sound do you hear? **/ō/**

What letters are used to spell this sound? **ow**

behind
river
magic

4. Write the list words that have two syllables.

Look at the word magic.

Notice the consonant sound /j/ in the middle.

What letter spells this sound? **g**

What letter spells /k/? **c**

Remember



We use **ea** to spell the vowel sound /e/ in words like head and bread.

We use **ea + r** to spell the sound **/ē/ + r** in earth and heard.

We also use **ea + r** to spell the sound **/ā/ + r** in bears and pears.

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Study Helps

pear, swear, tear, and wear. If you set up a permanent chart on which these spellings are collected, their limited number will soon become apparent. The same suggestions can be applied to the /ō/ spelled **ow** group, which comprises about thirty words.

All the exercises in this section should be conducted orally with the whole class, since they contain several new symbols and sound-spelling relationships.

Exercise 1: Read the verse chorally so that pupils *hear* the rhymes. Again, work with pupils to clarify the idea that *rhyme* depends on *sound*, not on *spelling*. You might have pupils write rhyming pairs on the chalkboard, say them, and note the spelling of the rhyming parts.

Discuss the (b) and (c) parts thoroughly. Make sure pupils correctly identify the pictures in part (b). In part (c) point out to pupils the diacritical marks and be sure they distinguish the symbol /ā/ from /ã/, and /è/ from /ē/.

Exercise 2: Suggest pupils use the five-step study method for heard.

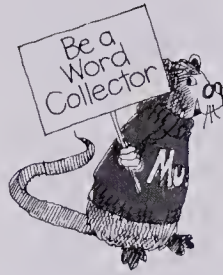
Exercise 3: When dealing with the **-ow** words, draw pupils' attention to the initial consonants. Ask how many consonant sounds they can hear at the beginning of each word.

Establish that **sn** is a blend, and that **sh** and **kn** are digraphs (that is, two letters written to represent one sound). Rather than talking about a "silent" **k**, suggest that pupils look out for other words in which an initial /n/ is written **kn** (knee, knife, knight).

Exercise 4: Help pupils to become aware of the /j/ sound. Ask for words with an initial /j/ (gentle, Julie, just, John, and so on) and a final /j/ (fudge, cage, page, bridge, and so on). Ask what letters can be used to spell /j/. Ask what two letters may be used to spell /k/. Ask which one is used in magic.

Remind pupils to use the five-step method for the words magic, saw, behind, and never.

Using Your Spelling Skills



1. Look in your other books to find more **ow** words that have the same vowel sound as show, snow, and know.

Write them in your special lists. *Pupil activity*

2. Write a verse using **ow** rhyming words.

Individual responses

3. Use the picture and letter clues to write this sentence in words:



4. Copy these sentences and fill in the blanks with words from your list.

(a) I know some magic tricks.

(b) She saw three bears fishing in the river.

(c) My little puppy followed behind me, all the way home.

5. In words such as snow and grow, **ow** is used to spell the vowel sound /ō/.

In your book, write only those words that have the vowel sound /ō/.

know	slow	throw	how	clown
show	now	plow	crow	flow



know
show
slow
throw
crow
flow

Using Your Spelling Skills

Exercise 1: Check pupils' lists to make sure their words are /ō/ words and not /ou/ words.

Exercise 2: Let those who can rhyme write independently. Help the slow starters with rhyming words and a discussion of what mental pictures the words suggest. Conduct a co-operative activity with those who have difficulties. Remember to make arrangements for pupils to share

their verses. If the verses are to be posted, make sure the spelling is correct and the handwriting legible.

Exercises 3 and 4: Tell pupils that the pictures can be used as clues in both exercises, and that all the words they have to find are list words.

Exercise 5: Again, tell pupils to say each word and to listen to the vowel sound. Point out that, just as some sounds may be spelled in different ways, so the same letters may be used to spell different sounds.

6. Make as many words as you can by joining the letters **ea** with those in the big box. Be careful to write only those words that match the sound shown at the top of each large box.

cheat cheap
leaf leap
leave beach
beat bead reach
real read reap
fear flea
tea teach tear
tease deal dear
seal seat spear
veal peach
preach

head
read
(past form)
dead
bread
dread

Sound /ē/
ea ch l
b r f e
t d s v p

Sound /e/ + r
ea r d
h th n
l s ch

heard
search
learn

Sound /e/
ea bh
r s d

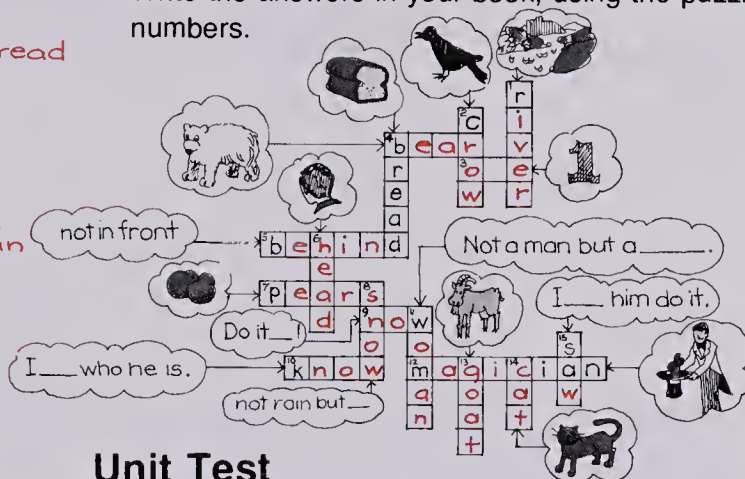
Sound /a/ + r
ea bp
r s w
t

bear
pear
wear
tear
swear

1. river
2. crow
3. one
4. bear bread
5. behind
6. head
7. pears
8. snow
9. now
10. know
11. woman
12. magician
13. goat
14. cat
15. saw

7. Use the clues to solve this puzzle.

Write the answers in your book, using the puzzle numbers.



Unit Test

Your teacher will dictate all the list words in this unit.
If you misspell a word, write it in your special list.

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Exercise 6: Read the directions for this exercise with pupils. Warn them to say the words they make to check that the vowel sounds match the sounds indicated at the top of the box. Tell them that they can use any of the letters in the box anywhere in the word and that they can make consonant blends if they need them. Have pupils compare their lists.

Exercise 7: Review as much as is necessary, the way to solve cross-word puzzles. Tell pupils that not all the words are list words. They may need help with the word magician.

Have pupils compare their solutions.

Unit Test

Compare the pretest and unit-test results and give help and directions to pupils having problems with this particular group of words. Indicate which particular parts of the unit need to be restudied and make sure that pupils are given some time in which to do it.

Unit 26

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the following consonant sounds:
 1. /k/ as in cow and castle
 2. /s/ as in face and prince
- To relate the sound /k/ to the spelling c as in cow and castle and the sound /s/ to the spelling c or ce as in face and prince.

Pretest

Dictation

We read a story about a hand-some prince.

He was the funniest clown I ever saw.

Would you like some of my candy?

We walked to the top of the hill. I would love to explore an old castle.

Do you feel cold?

My face almost froze in that wind.

I'll race you back to the school.

Maybe we should report this to the police.

What shall we talk about?

Have you ever seen an elephant?

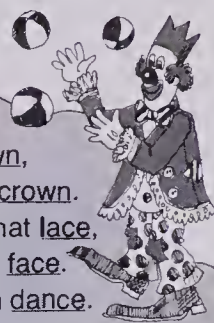
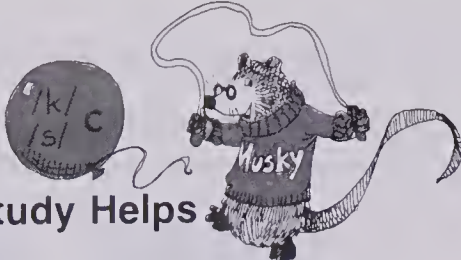
The one at the circus could dance on its hind legs.

26

prince
clown
candy
walked
castle
cold
face
race
police
talk
elephant
dance

Study Helps

1. As you read this verse, listen to the sound of the underlined words.



I like that happy, jolly clown,
Look at his funny looking crown.
See his old coat with all that lace,
And see the colors on his face.
See him skip and see him dance.
Now watch him jump and hop and prance.

- (a) Did you notice that sometimes the letter c is used to spell the consonant sound /k/ in words like clown and coat?

Write all the words in the verse that have the consonant sound /k/.
like clown look looking crown coat colors skip
Underline the ones that are in the spelling list.

- (b) Did you notice that sometimes the letter c is used to spell the consonant sound /s/ as in face and dance?

Write the words in the verse and in the list in which c is used to spell /s/.

Pretest

How many words did you get right?
List the words that were hard for you.

Verse
lace
face
dance
prance

List
prince
face
race
police
dance

112

Study Helps

Pupils should examine their errors very closely to see why they misspelled each word. They should then give special attention to overcoming these errors during the study periods by (a) using the five-step study method; (b) focusing on exercises that deal with the specific sound-spelling relationship with which they had problems; (c) asking for help.

It is important that these exercises be conducted orally. Pupils who have difficulty spelling the c or ce words will require direct teaching. Such instruction can be combined with an oral presentation and discussion of the exercises provided. Help pupils to discover that when /s/ is spelled c, the c is usually followed by e or i as in cents and prince or city and circle.

2. Write two list words in which /k/ is spelled with the letter **k**. walked talk
What letter comes before **k**? **l**
What vowel sound do you hear in each word? /o/
What letter spells the vowel sound? **a**
Which word has an ending? Circle the ending.
walk(ed)
3. Look at the word police.
How many syllables do you hear? two
What is the vowel sound in the second syllable? /ē/
What letter spells that vowel sound? **i**
What vowel letter do you use in the first syllable? **o**
Write the word. police
4. Look at the word castle. Write it. castle
Circle the last three letters.
Which ones must you be careful to remember? t and e

5. Say elephant. How many syllables do you hear? three
What consonant sound do you hear in the middle? /f/
What letters spell the consonant sound /f/? ph



In some words the letter **c** spells the consonant sound /k/, and in some words the letter **c** spells the consonant sound /s/.

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You could use the following procedure. Write on the chalkboard the following words:

face
dance
cent
nice
city
ice
circle
cereal

Cover the words and make some device for uncovering them one at a time. Say the word face; ask pupils to identify the location of the sound /s/. Uncover the word

and ask how /s/ is spelled. Accept either **c** or **ce**. Underline **c** or **ce** in the word.

Repeat with the word dance. This word may result in more pupils relating /s/ with **ce**.

Repeat with cent; determine that /s/ is represented only by the letter **c**, since **e** stands for /e/. Compare this situation with the **ce** in dance.

Continue until all the words are uncovered.

Relate city and circle to cent.

Derive a generalization from pupils.

Exercise 1: Read the verse chorally, then isolate the underlined words and tell pupils to listen to these particular words carefully. In both parts (a) and (b), ask pupils for other examples. Write the words on the chalkboard so that the pupils can copy them into their individual lists.

Exercise 2: The failure of any pupils to identify walked and talk would show a need for a review of /o/ written **a**. By now pupils should be able to accept the idea that /o/ is spelled with the letters **al** in walk, talk, chalk, and stalk.

Exercise 3: You could remind pupils of machine, which also spells /ē/ with **i—e**. Most of the words that show this spelling are words that have been recently borrowed from another language, mainly from French.

Exercise 4: How the sound of the final syllable of castle is represented is unimportant. What pupils have to learn is that castle has two syllables and that the second syllable is spelled **tle**. Ask pupils for other examples of this spelling (whistle, wrestle, thistle, nestle).

Exercise 5: Remind pupils, if they have trouble with this word, to use the five-step study technique.

Two other words with the **ph** spelling for /f/ that are probably already in the pupils' vocabulary are phone and phonics.

Using Your Spelling Skills

- Find words with the letter **c** from your other subjects and add lists of **c** words to your special lists. *Pupil activity*
Here are some to get you started.

/k/ — c

arithmetic

metric

music

British Columbia

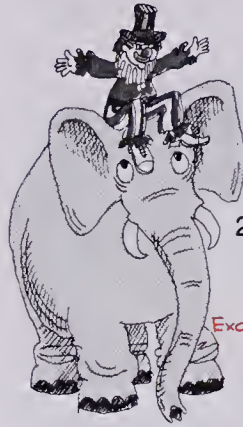
/s/ — c

space

city

price



ice





- Write an answer to each of these questions. Use the two words shown in brackets. *Individual responses*
Where did you go yesterday? (walked, castle)
Examples: (I walked to the castle yesterday.)
What did you see at the circus? (clown, elephant) (I saw a clown riding an elephant at the circus.)
What did you see at the show? (prince, dance)
(In the show a prince came to the dance.)

- Use the picture clues to help you rewrite each sentence as it should be written.

(a) The young  (prince) lived in an old  castle.

(b) I see a  clown with some  candy.

(c) We heard a  police go by.  car

(d) Mary walked to the park to watch the  elephants  dance.

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Using Your Spelling Skills

Exercise 1: Develop individual or class lists. You may wish to allocate groups of pupils to specific subjects — math, science, social studies. According to the length of the lists, consolidate them or keep them separate.

Exercise 2: In order to ensure sentences rather than phrases as answers, you may find it advisable to have pupils' answers to the first question read aloud and discussed. Remind pupils to proofread what they write and/or have a classmate do it.

Exercise 3: Ensure that pupils can identify all the pictures.

Remind them to proofread their sentences to make sure that they have both copied the words from the text and spelled the list words correctly.

Examples:

dandy - candy handy
lace - face case
mice - nice lice
frown - clown crown
chalk - talk walk
since - mince wince
bold - told cold

4. How many rhyming words can you think of for each of these words? Write them in your book.

Other individual responses.

dandy mice chalk bold
lace frown since

Did any of the words you wrote have the right rhyming sound but a different spelling?

Individual responses.

5. Write *question* sentences using each pair of words: Individual responses



Now answer each question you wrote. Individual responses

6. Write these headings in your book:

/s/-c
nice
cent
rice
place
dance
voice
prince

/k/-c
cat
came
candy
castle
color
coal
picnic
clown
count

/s/ — c /k/ — c

Write each of these words in the correct list:

cat	candy	place	clown
came	castle	coal	count
nice	rice	picnic	voice
cent	color	dance	prince

Unit Test

Your teacher will dictate all the list words in this unit.
If you misspell a word, write it in your special list.

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Exercise 4: Check the spelling of the pupils' rhyming words. Alternatively, do the exercise orally with the whole class so that the correct spellings can be copied from the chalkboard.

Exercise 5: Make sure that all pupils know what is meant by *question sentences*, and remind them that they must use a question mark at the end of each question.

You could pair pupils and have them answer each other's questions as well as proofread them.

Unit Test

Check each pupil's test. You will want to discover whether any pupils are having difficulty with:

1. /s/ spelled c
2. e at the end of such words as prince and dance
3. the **tle** spelling in castle
4. the **al** spelling of /o/ in walked

If there are such errors, provide reteaching and extra practice. Remember that the earlier a problem is recognized and dealt with, the easier it is to solve.

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the consonant group /ks/ as in fox.
- To relate the sound /ks/ to the spelling x as in fox.
- To demonstrate understanding of the suffix -ly as an aid to spelling.
- To review syllables as an aid to spelling.

Pretest

Dictation

The storm came up very sud-
denly.
I have fin-ally finished my work.
The story ended very hap-
pily.
Which an-imal are you studying?
I am writing a report on the t-
iger.
The w-oods were full of birds and
animals.
We almost lost our way in that
thick for-est.
Most of the t-rees were evergreens.
The thieves buried their g-
old in the forest.
My report is about the w-
olf.
I would rather find out about the
f-
ox.
We got free tickets to the c-
ir-cus.

27

suddenly
finally
happily
animal
tiger
woods
forest
trees
gold
wolf
fox
circus

sud-den-ly
fi-nal-ly
hap-pi-ly
an-i-mal
ti-ger
for-est
cir-cus

Pretest

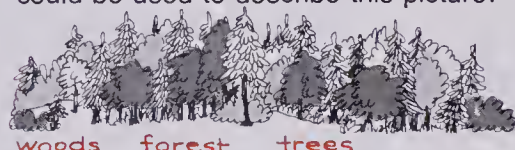
How many words did you get right?
Where did you make mistakes?
List the words that were hard for you.

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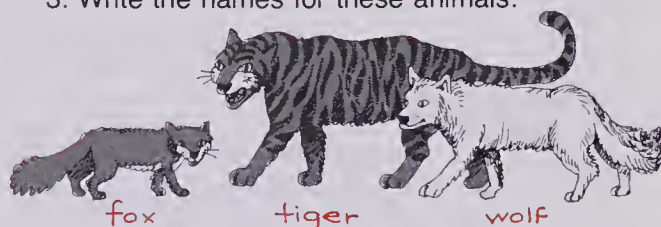
Study Helps

In a word you should hear
One or more syllables loud and clear.
How can you tell how many or few?
Listening for each vowel sound is your clue.

1. Some long words are easier to spell if you say each syllable as you write the word. For example, you could say "el•e•phant" while you were writing it.
Use this way to write the three-syllable words from your spelling list.
Write the two-syllable words from your list.
2. Write the three words from your list that could be used to describe this picture:



3. Write the names for these animals:



Study Helps

Exercise 1: Review syllables with all pupils and ensure that they know that it is the vowel sound that determines the existence of a syllable, not the consonant sounds. Pupils must have opportunities to say and to hear others say words of more than one syllable, since so many spelling mistakes in longer words arise from the omission from speech of an unstressed vowel and, hence, of a syllable. If pupils can become proficient at saying and hearing

all the sound parts of words of more than one syllable, they will find it easier to learn to spell these words. Work through exercise 1 orally with all pupils who need help. Although in words such as suddenly and happily the syllables are divided between the double letters (a printer's convention), remind pupils that only one consonant is heard. Do not have pupils say sud-den-ly or hap-pi-ly, because this practice distorts the normal sound of the word.

4. Write the base word for each of these words:
^{tree} trees ^{wood} woods ^{sudden} suddenly ^{final} finally

Look at happily.

The base word is happy.

How was the base word changed before the ending **-ly** was added? *The letter y was changed to i.*

Add the ending **-ly** to merry and sleepy.
merrily sleepily

5. Say the word circus.

How many syllables do you hear? *two*

What consonant sound do you hear at the /s/ beginning of the first syllable? *How is it spelled? c*

What two consonant sounds are there in the /k/ /s/ second syllable? How are they spelled? */k/-c /s/-s*

Notice, in the first syllable, that the sound

/ē/ + r is spelled with the letters ir.

This is a word that may need special study.

6. You have learned that we sometimes use two letters such as **ch** and **sh** to spell a single sound. Now we have the opposite case.

Say this word and listen carefully to the sounds at the end of the word:



fox

Did you hear the consonant blend /ks/?

The letter **x** is usually used to spell the two consonant sounds /ks/ when they come together in a word.

Do you know other words with **x**?

Individual responses.

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Exercise 3: If any pupils cannot identify any animal, tell them to look among the list words for a possible answer.

Exercise 4: Pupils may not realize that the plural **s** is an ending although it is not a syllable.

Before dealing with happily, review briefly the cry—cried spelling change. If necessary, ask pupils to add **-ly** to other words, such as lucky, pretty, day, healthy, to test their understanding of this spelling rule.

Exercise 5: Draw pupils' attention to the appearance of the spelling **c** for both /s/ and /k/ in circus. Ask them to explain why **c** can be used in this way.

Exercise 6: Pupils may have difficulty in identifying the two sounds at the end of fox. Ask them for more examples of words spelled with the letter **x** (axe, box, mix, fix, etc.), and instruct them to say each word slowly and to listen carefully to the final sounds.

You could also discuss the value of spelling /ks/ with the letter **x**. Ask for rhymes for:

fox — locks, rocks, socks
 axe — backs, sacks

Draw from the pupils that the **s** on the end of the rhyming word is the plural ending, telling us that there is more than one rock, lock, or sock, whereas there is only one fox.

Using Your Spelling Skills

1. Start a list of animal and plant names that you see in science books or storybooks. Use your special lists when you want to find a word to use in your writing. *Pupil activity*



2. This animal is a chimpanzee.

To learn to write the word, you might say each syllable separately as chim•pan•zee. Write the word.

The shapes below are separated into syllables. Use the word list to help you find the words that fit these shapes. Then write the words in your book.

- (a) *fi nal ly*
(b) *cir cus*
(c) *sud den ly*
(d) *for est*
(e) *an i mal*
(f) *hap pi ly*

3. Write a question sentence using these words:

tiger

wolf

Individual responses

Write an answer to your question using the word circus. *Individual responses*

4. How many words can you write that rhyme with bold? Remember that rhyming words can have different spellings. For example: rolled rhymes with bold. *Individual responses*

Examples: cold fold gold hold mold sold
sould told polled

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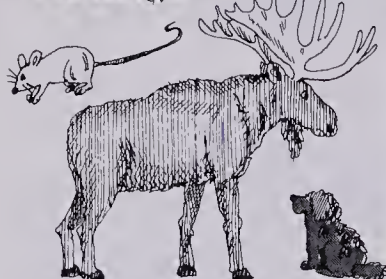
Using Your Spelling Skills

Exercise 1: As in Unit 25, you may want to have class, group, or individual lists. Pupils, or you, might suggest the subcategories *wild* and *domestic* to make the lists more convenient for reference purposes. To be useful, the lists must be readily available.

Exercise 2: Be sure that pupils understand the instructions. You may have to remind them that the shape of the letter must fit the shape of the box. If necessary, help pupils to complete one or two words before allowing them to complete the remainder independently.

Exercise 3: Again, you could pair pupils for the purpose of this exercise. Check the spelling and punctuation of the sentences they write.

Exercise 4: Pupils may want to use words they cannot spell. Ask them where they could look for information about spelling. If they have problems using a dictionary, show them how they can use their knowledge of spelling and alphabetizing to find the words they need.

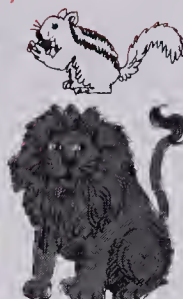


5. How many animal names can you find hidden in this puzzle? As you find each word, write it in your book. Words can be found by going across or down.

Across: cow horse lion fox deer
dog moose chipmunk

Down: rat pig wolf

a	c	o	w	e	r	s	m
r	s	h	o	r	s	e	d
a	n	d	l	i	o	n	b
t	o	p	f	o	x	r	t
a	m	i	d	e	e	r	y
d	o	g	m	o	o	s	e
c	h	i	p	m	u	n	k



6. Read this story beginning. Some words are left out. Fill in the missing list words as you write the story in your book. Then finish it in your own way.

One day, Willie Wolf and Freddie Fox were running through the forest woods. Suddenly Willie saw something under some trees. Willie and Freddie raced over to look. They found a bag of gold. How excited they were!

Suddenly they heard a growl. They looked up to see
Individual writing

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

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Exercise 5: Check by having individual pupils write the words they have found on the chalkboard and have the others check these words. Any words that are new to a pupil should be written in his/her special list.

Exercise 6: Some pupils may still need help in storywriting. You may have to help them fill in the missing words and then discuss the situation with them. Collect

ideas; if necessary, write them in point form on the chalkboard so that pupils may refer to the suggestions as they write their story. Remind all pupils to proof-read their work for mistakes in spelling and punctuation.

Arrange for stories to be shared with other pupils, but make sure that mistakes are corrected before the stories are circulated.

Unit Test

Remind pupils that saying a word you want to spell often helps you to spell it correctly.

Check for misspellings arising from omitted syllables and make sure that the pupils concerned go back over the relevant parts of this unit.

Unit 28

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To understand the concepts relating to homophones.
- To identify and apply these concepts as aids to spelling.

Pretest

Dictation

I can hear a baby crying.
We will soon be flying our kites.
How much money do you have left?
That story is about an ugly, old witch.
The old troll tried to eat the three goats.
I wish I had one thousand dollars.
How far is your home from here?
That sounded like a very real story.
Do you like fairy stories?
The villain had an ugly scar on his cheek.
The wind blew at 60 kilometres per hour.
My favorite color is blue.

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crying
flying
much
witch
troll
thousand
here
real
fairy
ugly
blew
blue

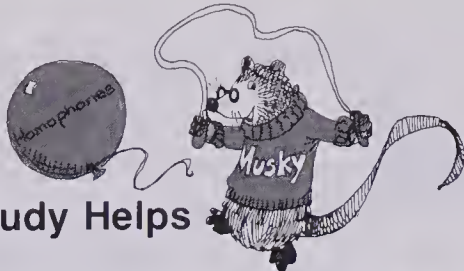
Pretest

How many words did you get right?
Where did you make your mistakes?
List the words that were hard for you.

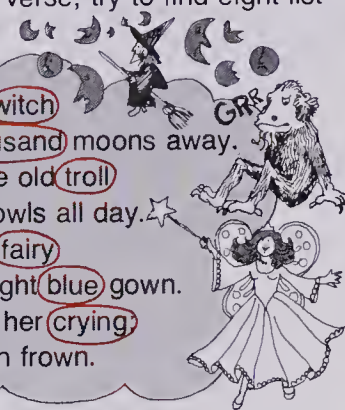
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Study Helps

1. As you read this verse, try to find eight list words.

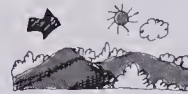


Here is an ugly witch
Who lives a thousand moons away.
Here is a strange old troll
Who sits and growls all day.
Here is a happy fairy
Who wears a bright blue gown.
You'll never see her crying.
She doesn't even frown.



Write the eight list words in your notebook.

2. Two of the list words sound exactly the same but they have different meanings and different spellings. blew blue
Words like these are called *homophones*.



The sky is blue.



The wind blew all day.

What part of the words is spelled alike? *The first two letters*
What part is spelled differently? *The last two letters or the vowel sound /ü/*
Do these two words rhyme? *Yes*

Study Helps

Exercise 1: The verse assumes a knowledge of mythology. If you have pupils who have never heard the story of "The Three Billy-Goats Gruff," they may not know what a troll is. On the other hand, they may try to tell you that trolling is a method of fishing, so that you may have to tell them the story to explain the word.

Exercise 2: Help pupils with the pronunciation and spelling of *homophone*. You may comment on the last syllable's connection

with telephone, but overelaboration could confuse rather than help.

If the term *homophone* is new to your class, be sure to do some additional teaching before taking up exercise 2. List several commonly used homophones on the chalkboard and ask pupils to suggest others. Words such as see and sea, meet and meat, to, too, and two should be familiar to your pupils. Discuss the fact that the correct spelling of these words must be associated with

3. Look at these two words and say them: much witch.
They both end with the consonant sound /ch/ but have different spellings. Notice that in witch /ch/ is spelled with the letters **tch**.
Write the words. Circle the letters that spell /ch/.
much witch

4. Write the two list words that end with the vowel sound /ē/. What letter spells /ē/ in these words? y
Say fairy. Notice that the sound combination /ā/ + r is spelled with the letters **ai** + **r**.
Write this word.
fairy
ugly

5. Write the other list word that has a special vowel + r sound. here
Did you notice that the sound is /ē/ + r? /ē/ + r?
What letter must you remember to put at the end of this word? e

6. Write the list word in which /ē/ is spelled with the letters **ea**. real



7. Write the word thousand. thousand
What letters spell the first vowel sound? ou
Say the word. What consonant sound do you hear in the middle of the word? /z/
What letter spells the consonant sound /z/? s

Some words, like blue and blew, sound alike but they are spelled differently and have different meanings.
These words are called **homophones**.

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disappeared" makes sense, but "The old what disappeared" does not.

As in the previous unit dealing with homophones, encourage pupils to devise their own mnemonics.

Exercise 3: Note that much is the odd spelling, since **tch** for /ch/ is almost invariable when /ch/ follows a single vowel letter. The only exceptions are which, rich, such, and much.

Exercise 4: Review the **ear** spelling of /ā/ + r and recall that this is not the common spelling for the sound. Ask pupils for other words having the **air** spelling. Start a chart of these spellings and compare the number of words on each of the two charts.

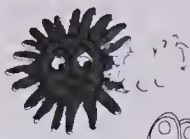
Exercise 5: You can link the spelling, but not the sound, of here with that of there and where, the common element being the reference to location.

the appropriate meaning for each word. Ask pupils to find three words other than blew and blue that have homonyms (witch, here, real).

As with previous examples of homophones, help pupils associate homophones with words with related meanings that have a common spelling component. Thus, you could link blew with blow and blue with hue. Sometimes it will be necessary to be more fanciful, for example, linking see with eyes, both words

having two **e**'s. In this last case, as in others where only two homophones are involved, only one word need be linked, since the choice of which word to write can be made on the basis of the suitability of the linked word in the context. Thus, if which is linked with what (both are interrogative and relative pronouns and adjectives beginning with **wh**), then the spelling witch can be indicated by the inappropriateness of what in the context. For example, "The old witch

Exercise 7: You may wish to draw pupils' attention to the spelling of the initial consonant sound. Have them say the word and listen to the final blend. Make sure it is a blend and not a simple /n/.



Using Your Spelling Skills

1. Write the list words that fit these meanings:

- (a) an ugly storybook creature who lives underground **troll**
- (b) in this place **here**
- (c) in stories, a tiny person who usually can fly **fairy**
- (d) not imagined **real**
- (e) what the wind did **blew**
- (f) the color of the sky **blue**
- (g) in stories, a woman with magic power **witch**

If you are not sure about some of these words, look them up in your dictionary.

2. Dictation

Your teacher will dictate these sentences:

- (a) The wind blew too much for us to go flying.
- (b) How would you like to be an ugly witch or a troll?
- (c) The fairy had a dress with a thousand blue stars.
- (d) Here is the real map.

Use your book to check your own spelling, capital letters, and punctuation.

3. Find the list words that rhyme with these words:

drying **crying** glue **blew** such **much** we're **here**
rich **flying** dairy **blue** stroll **troll** steal **real**
witch **fairy**

Using Your Spelling Skills

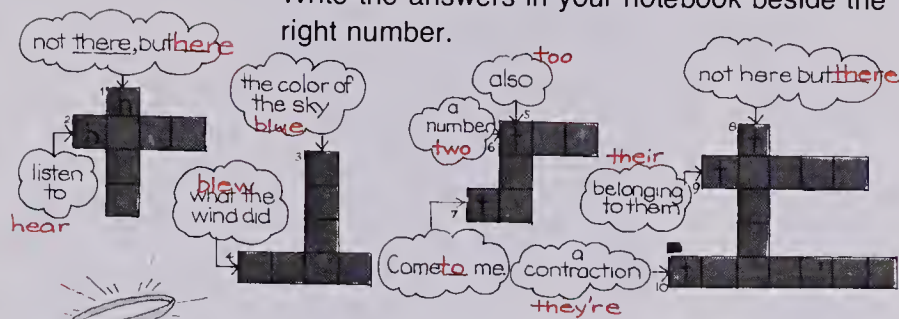
Exercise 2: Some pupils may still find sentence dictation difficult to write and to check. Watch these pupils closely to see that they are keeping up with your rate of dictation. If necessary, dictate only one sentence and have it checked before you proceed to the next one. Allow adequate time for writing and checking in order to stress complete accuracy in terms of handwriting, capitali-

zation, spelling, and punctuation. It might be a good idea to list these points on the chalkboard before pupils begin to write or correct their sentences.

Exercise 3: Remind pupils that rhyming words must end with the same sounds, but not necessarily the same letters. You may want to draw pupils' attention to the retention of the y before **-ing** in crying, flying, and drying, in contrast with cried and dried.

Exercise 4: With these simple puzzles, pupils may want to copy the squares into their notebooks. Check to see that the homophones are in the correct locations.

4. Some words may sound the same but they have different spellings and different meanings. Such words are called *homophones*. Try to solve each of these homophone puzzles. Write the answers in your notebook beside the right number.



5. Musky is getting better at spelling. Read Musky's sentences. Find the spelling mistakes. Rewrite the sentences correctly.



- The wind blew away my blue hat.
- She could here the old wich crying. *hear witch*
- I have one thousand real dollars.
- We saw a ferry boat crossing the lake.
- I like this book mutch more than that. *much*

6. What happened when the troll tried to make the witch pay for crossing his bridge?
How did the fairy settle the trouble?
You tell the story. *Pupil activity*

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

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Exercise 5: Draw pupils' attention to Musky's improvement; some of the sentences have no mistakes. Pupils should therefore write only the sentences that need to be corrected.

Exercise 6: The situation presented in this exercise could be utilized in many parts of the language program. It could be written up in three lines of dialogue, but on the other hand it could be expanded into a fairly long (for grade 3) story. Do not overlook its dramatic possibilities. Groups of pupils could prepare plays starting from extempore improvisations and ending with a finished script. It might be entertaining, and revealing, to see how various groups resolve the problem.

Unit Test

Since you are dealing with several homophones, it is essential to present the words in context.

You should look at the results to see if pupils have failed to distinguish homophones. Provide reteaching as necessary.

Unit 29

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objective

- To extend the knowledge and use of syllables as an aid to spelling.

Pretest

Dictation

The ambulance rushed the little girl to the hospital.

This is a most beautiful day.

Which program is your favorite?
Dinosaurs once lived in the Red Deer Valley.

Be sure to turn to your right.

Let's go up to my room.

My room is getting too small for me.

It is big enough for a baby.

Be careful when you open the closet door.

This puzzle is hard to put together.

We have a big red barn on our dairy farm.

That young lady is a good singer.

Note: Favorite may also be spelled favourite.

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hospital
beautiful
favorite
dinosaurs
right
room
small
baby
open
hard
barn
lady

Pretest

How many words did you get right?

Look carefully at each word you misspelled.

List the words that were hard for you.

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Study Helps

Words like hospital and beautiful,
Are long and hard to spell.

Words like favorite and dinosaurs
Aren't easy, I can tell.

But if you use your ears and eyes,
Your rules and syllables, too,
You may find to your surprise
That spelling's easy for you.

1. Long words can be divided into syllables.
hos•pi•tal beau•ti•ful fa•vor•ite di•no•saurs

Study each of these words by **looking** carefully at each syllable as you say it to yourself.

Now **say** the whole word to yourself and try to picture it in your mind.

Look at the word again before you **cover** it and **write** it in your notebook.

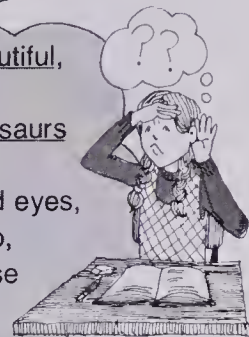
Check each word as soon as you have finished writing it. Once you get it right, go on to the next word.

Study Helps

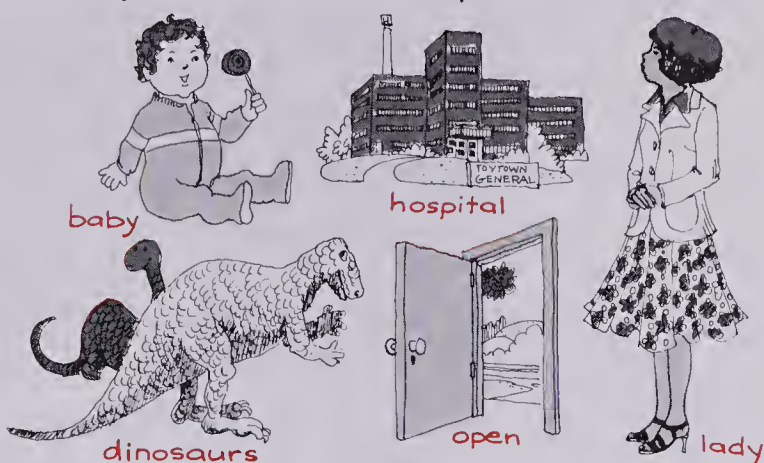
Although syllables are stressed as an aid to spelling, it is not intended that pupils learn complex syllabication rules. The major intent is to have them pronounce the long word to themselves in smaller sound units that often facilitate spelling. Whether the division into smaller sound units corresponds precisely with syllabication rules is quite secondary in importance.

Draw pupils' attention to the word room and the double letter for the vowel sound. The formal representation /ü/ is presented in Unit 35.

You may need also to review with some pupils the /ä/ + r → ar spelling relationship. If any of them have problems hearing the sound or identifying it, tell them to say the sequence car-bar-barn, and to listen to the vowel sound in each word.



2. Write the two- and three-syllable words from your list that match these pictures:



3. Write the two list words that have this sound:

/ā/ + r hard
barn

4. Write the one-syllable list word in which you hear /o/. small

5. Write the two list words in which you hear both /ā/ and /ē/. baby lady

What letters spell /ā/ and /ē/ in these

words? /ā/ – a

 /ē/ – y

6. Write the two-syllable list word in which the first sound is /ō/. open

7. Write a one-syllable list word in which you hear /ī/. right

What letters spell the vowel sound? igh

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Exercise 1: Tell pupils to say each syllable clearly and to look especially at the vowel letters, since not all the vowel sounds are heard when we use long words in talking.

Exercise 2: Make sure pupils correctly identify the pictures.

Exercises 3-7: Work through these exercises orally with those pupils whose pretest results show that they need them. You should in this way be able to catch and clear up a number of difficulties.

Using Your Spelling Skills

1. Dictation

Your teacher will dictate these sentences:

- (a) The baby is in the small room on your right.
- (b) She is a very beautiful lady.
- (c) Do you know much about dinosaurs?
- (d) Who is your favorite player?

Check your own work by comparing your sentences with the ones in this book.

Check each word carefully.

2. Write a word for each of the following meanings and shapes.

Notice that the shapes are divided into syllables.

- (a) not closed

 o • pen

- (b) reptiles that lived long ago

 di • no • saurs

- (c) a place for sick people

 hos • pi • tal

- (d) very, very pretty

 beau • ti • ful

- (e) a way of sending pictures through the air

 tel • e • vi • sion

- (f) a study of numbers

 math • e • mat • ics

Using Your Spelling Skills

Exercise 1: Continue to check for pupils who have difficulty in keeping up.

Exercise 2: You may wish pupils to draw the boxes in their notebooks before they fill them in. This activity certainly emphasizes the syllable as a unit. However, pupils should also write the complete word in its usual form, since this is the appearance the word will have when they write it.

Exercise 3: You may have to go through this exercise orally with some pupils. Ask them to tell you why one word in each sentence is capitalized. You could tell them that most sentences tell us either what somebody or something *does* or what somebody or something *is*. Pupils can then examine a sentence, decide which type it is, and identify the someone or somebody. Then, having decided whether it is a *doing* or a *being* sentence, they can fit in the other

words. Such sentences as "The lady is smaller than the baby," or "My favorite dinosaurs are about stories," are, of course structurally correct, but we would reject them in this context on the grounds of common sense.

3. Arrange these words in the right order and write the sentences in your notebook.

Am I in the right room?

(a) the Am in right I room?

The baby is smaller than the lady.

(b) the lady smaller is The than baby.

He opened the barn door.

(c) opened He barn the door.

My favorite stories are about dinosaurs.

(d) stories dinosaurs My are about favorite.

Jules was in a beautiful hospital.

(e) Jules hospital was beautiful in a.

4. Dinosaurs were very strange creatures.

Write some sentences to describe the dinosaurs in this picture. When you are finished, ask a friend to read what you wrote to see if you made any spelling mistakes. *Individual responses*



Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

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Exercise 4: If, by chance, pupils know nothing about dinosaurs, they could be given the opportunity to treat them as imaginary or mythical creatures and to make up their own details about them.

When proofreading has been done by the writer and his/her partner, check for any more spelling mistakes, and have them corrected. Make arrangements for pupils to share their writings by having them read in class, posted on the bulletin board, or collected into a booklet for the class library.

Unit Test

You might remind your pupils again to say the word you dictate softly to themselves and to think carefully about the sounds and letters as they write.

Check test results for missing syllables and provide reteaching for those who demonstrate the need for it.

Unit 30

Objectives







- To review and reinforce each pupil's ability to spell and use in context those high-utility words listed in Units 25-29.
- To commit to long-term memory an increasing number of spelling words.

Enabling Objectives

- To review and extend the use of the following sound-symbol relationships as aids to spelling:
 1. /e/ spelled **ea** as in head
 2. /ē/ + **r** spelled **ear** as in heard
 3. /ā/ + **r** spelled **ear** as in bear
 4. /k/ spelled **c** as in cow
 5. /s/ spelled **c** as in face
 6. /ks/ spelled **x** as in fox
- To review and demonstrate understanding of the following concepts as aids to spelling:
 1. homophones
 2. syllables
 3. -ly endings

Looking Back

1. These are some of the sounds and their spellings that you have used in the last five units.

Sound	Spelling	Examples
/e/	ea	head 
/ē/	ea	leaf 
/ā/ + /r/	ea + r	bear 
/ō/	ow	snow 
/k/	c	clown 
/s/	c	face 

Check the words that you found hard to spell to see if any of them use these sounds. Study those problem words first.

2. (a) From the following group of words, write only those **ea** words that have the vowel sound /e/. **head bread**

heard head bread heat

- (b) Write the **ea** words with the vowel sound /ē/. **leaves meal seat**

leaves meal seat earth head

- (c) Write the **ea** words with the special sound /ā/ + **r**. **bear pear**

bear pear bread real

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Looking Back

Exercise 1: A major portion of each pupil's time and effort should be devoted first to a study of those words that have previously been identified as problem words.

One approach might be to have each pupil classify his/her problem words under the appropriate sound-spelling relationship (/e/ spelled **ea**, for instance). A check of these classifications might help to pinpoint individual problems.

The review exercises are intended for all pupils, whether or not they had errors in the previous five units. Reinforcement of learnings and skills can help pupils to become automatically good spellers and to develop a "spelling consciousness."

show
slow
know
flow

3. Write the words that have the vowel sound /ō/.

cow	now	slow	clown
show	wolf	know	flow

4. Write the words in which you hear the consonant sound /k/. Circle the letter that spells /k/.

clown	cold	police	dance
castle	candy	prince	can
cat	cow	class	cave

clown
castle
cat
cold class
candy can
cow cave

5. Write the words in which you hear the consonant sound /s/. Circle the letter that spells /s/.

place	race	rack	nice
mice	police	dance	cars
doctor	magic	scared	prince

place mice
race police
dance nice
prince

6. Your teacher will dictate these words to see if you need to study them some more.

beautiful	thousand
dinosaurs	blew
crying	know
happily	heard
finally	favorite

Check your own words carefully and use the study steps

LOOK SAY COVER WRITE CHECK
to study those words that you found hard to spell and those words that you had wrong.

Use the study steps!



Exercise 2: Have pupils who need such help read each group of words orally and then decide which ones meet the requirements of that particular section.

Exercise 3: Remind pupils that, as they look for the /ō/ words, they should say the words, because the letters **ow** spell both /ō/ and /ou/.

Exercise 5: Again, remind pupils that they are looking for words that contain the sound /s/, which may be spelled **s** or with another letter. Similarly, not every **s** is sounded /s/ (cars, dogs, bees). Therefore, they must listen for the sound first and then identify the letter.

Exercise 6: Say the polysyllables with normal rhythm and intonation, not syllable by syllable. Check pupils' work for omissions.

<u>People</u>	<u>Animals</u>
baby	fox
prince	tiger
police	bears
clown	
lady	
<u>Buildings</u>	<u>Food</u>
castle	candy
house	cookies
hospital	bread
barn	meat
school	

7. Write these headings in your notebook:

People Animals Buildings Food

Write each of these words under the right heading:

castle prince tiger candy bread clown
fox police hospital school bears lady
baby house barn cookies meat

8. Musky is reading a story written by a boy who was only seven years old. Musky is going to help the boy find his mistakes.

Write the story, correcting all the mistakes Musky found.

The Three Foxes

Once upon a time there were three foxes. One liked to catch bears and the other fox liked to catch mice. The last fox liked to catch people. So one day the three foxes went to hunt. They all caught what they liked.

The Three Foxes

once upon a Time There were Three foxes. one like to catch bears, and The other fox like to catch mice. and The last fox like to catch people. so one day The Three foxes want to hunt. They al caut what they like.

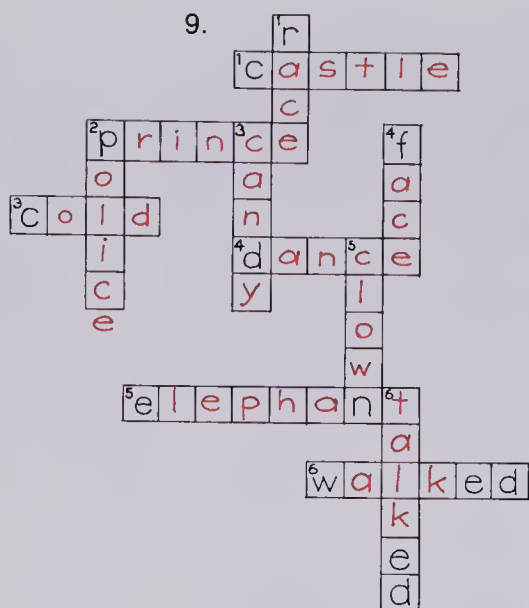


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Exercise 7: Pupils who have the time could be encouraged to add words under each heading from their special list.

Exercise 8: Remind pupils that they should always proofread for capital letters and punctuation as well as for spelling. Allow only pupils who have become proficient at proofreading exercises to complete this exercise independently. With other pupils, have them read one sentence at a time and discuss the mistakes they find and the reasons for their decision. The writer is obviously at an in-between stage in the develop-

ment of "sentence sense." He knows that statements are separated by periods and each begins with a capital, but he retains the "and" of the primitive narrative.



- Across
- castle
 - The prince will soon become a king.
 - not hot cold
 - dance
 - elephant
 - walked
- Down
- cold
 - prince
 - cold
 - dance
 - elephant
 - walked
6. He talked out loud.

10. Use this code to figure out the secret message.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

Can you come with
 3.1.14 25.15.21 3.15.13.5 23.9.20.8
 us on our
 21.19 15.14 15.21.18
 holiday to see our
 8.15.12.9.4.1.25.19 20.15 19.5.5 15.21.18
 favorite dinosaur
 6.1.22.15.18.9.20.5 4.9.14.15.19.1.21.18.19?

Answer this question in code. Individual responses

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Exercise 9: Make sure that pupils correctly identify the pictures. You may have to identify the clue in (2) down and help with the correct spelling.

Exercise 10: If there are any pupils who have problems with the number code, decode the first three or four words with them to get them started. You could pair pupils so that they could check each other's encoding and spelling.

Review Test

If you have been giving review tests, record the results. Compare them with results from the previous review tests to see if pupils are improving.

It would be desirable to administer individualized review tests based on each pupil's accumulated list of problem words. Pupils may be able to work in pairs and administer the tests to one another, or you might have those who have had no errors dictate the word lists to those who did have problems.

Special Unit: Summer Fun

Objectives

- To provide variety in the spelling program.
- To develop interest in learning to spell words that relate to special days.

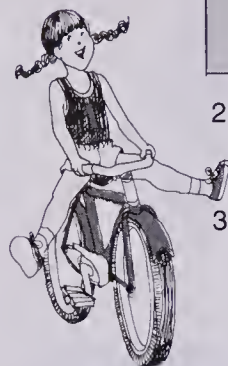
Summer Fun



1. How many of these summer words can you spell?

Ask a friend to dictate them and then check your own spelling carefully. If you make a mistake, what should you do? Use the LOOK SAY COVER WRITE CHECK method to study the words.

weather	summer	vacation	holidays
heat	sunny	canoe	hike
dive	swimming	bicycle	fruit
July	August	trip	camp



2. Write the words that have two syllables. Write the words that have three syllables.

vacation bicycle holidays

3. Find the words in the puzzle that tell what people do in the summer.

Write the words in your book.

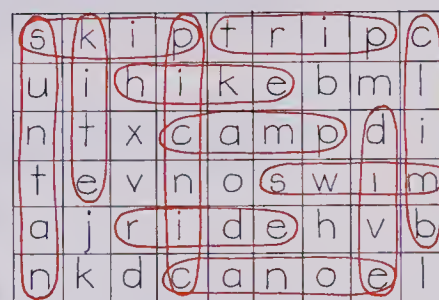
Did you find twelve words?

Across

skip
trip
hike
camp
swim
ride
canoe

Down

suntan
kite
picnic
dive
climb



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Teaching Suggestions

Exercise 1: Make sure that all pupils can identify and pronounce all the words. You may wish to add words that have particular relevance in your area.

Exercise 2: Remind pupils to say the words quietly to themselves and to beat out the rhythm, if necessary, to identify syllables. Remind them too that it is the number of vowel sounds they hear that tells them the number of syllables.

Exercise 3: Tell pupils that the words go down as well as across and that some words start in the middle of a line or column.

4. Summer vacation — nice sunny weather;
A hike, a dive, a get-together.
Fruit on the trees, a ride in a canoe,
All this and great fun at the zoo.



What do you like to do in the summer — some of the things in the verse, or something different? Maybe you like to read, lying under the trees in the park. Would you like to ride a bronco, or climb a mountain? Would you like to pick wild strawberries and make jam?

If you could do anything at all, what would your dream holiday be? Write about it. *Pupil activity*

Have a friend check it for spelling and punctuation.

5. Write the words that mean:

- (a) a holiday *vacation*
- (b) You paddle it in the water. *canoe*
- (c) the second month of summer *August*
- (d) something you should eat each day *fruit*
- (e) We always hope it is nice all summer long. *weather*
- (f) You should wear good shoes when you do this. *hike*
- (g) It has two wheels. *bicycle*
- (h) to go head first into the water *dive*



6. Make a list of words that tell what people do for summer holidays. *Individual responses*

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Exercise 4: Brainstorm for a few minutes with the slow starters, writing promising ideas on the chalkboard. Next, have pupils select topics that they find interesting and explore chosen topics together with them in some depth. By this time they should all have something to write about. In another period, have pupils share their stories.

Exercise 5: Tell pupils in difficulty that the answers are to be found in the list of summer words in exercise 1.

Exercise 6: You could have the pupils write up the words in their individual lists or you could make up a class chart. Encourage pupils to consult the charts for words they can use in their other written work.

Unit 31

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To identify elements within irregular spelling patterns that need special attention.
- To apply this knowledge in writing commonly used math words.

Pretest

Dictation

I finished my homework before eight.

The diving board is fifteen metres from the water.

I thought I saw a million stars.

Please wait a second.

I enjoy doing hard math problems.

Can you guess what I saw?

I hope I have enough money to buy the scooter.

There are five toes on each foot.

The ants came in through a hole in the floor.

The hawk swooped through the air.

I owe my friend three dollars.

I have a hundred things left to do.

31

eight
fifteen
million
second
math
guess
buy
foot
floor
through
dollars
hundred

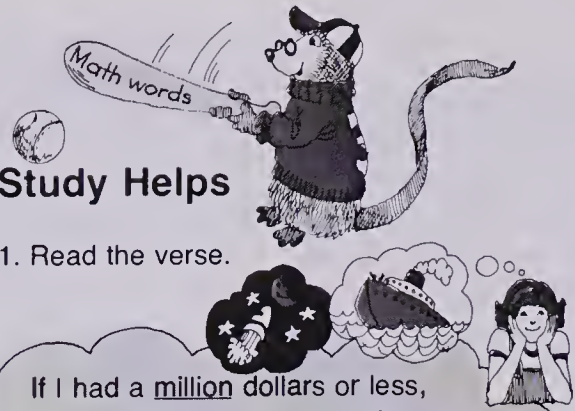
Pretest

How many words did you get right?
List the words that were hard for you.

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Study Helps

1. Read the verse.



If I had a million dollars or less,
I'd buy hundreds of things, I guess.
I'd buy fifteen huge ships to sail the sea,
And eight trips to the moon for our family.

Write the underlined number words.

What vowel sound do you hear in eight? /ā/

What letters spell this sound? ei

2. Write the list word that has the same vowel sound as in shoe. through
What letters spell the vowel sound /ü/ in the list word? Circle these letters. ou
If this word is hard for you, use the study steps.

3. You know that many words are not spelled in the way you might expect when you say them.
Write these words and circle the letters that you might not expect: Individual responses

eight guess buy through

Study Helps

This unit presents a number of words that have irregular spelling patterns and that consequently must be learned by the five-step learning method. A discussion of the ways in which these words diverge from regular patterns could have several advantages. Pupils will be reviewing regular sound-spelling relationships. Furthermore, they will be alerted to the necessity for identifying words that show irregular spelling patterns and to the spelling peculiarities of these words.

Exercise 1: Make sure that pupils circle **eigh**. Tell them that this spelling occurs in a few other words (weigh and sleigh, for example).

Exercise 2: Draw pupils' attention to the two dots over the **u** in /ü/. Inform them that **ough** is the most unusual spelling of /ü/.



4. Write the words for each of these mathematics symbols:
 8 15 100 1 000 000 2nd \$
eight fifteen hundred million second dollar
5. Write the list words in which you see the letters **oo**. Do these letters spell the same sound in each word? *No*
 Write the words again, and circle the vowel letters as you say each word. *foot floor*
6. Write the word that has /ī/. Circle the letters that spell this sound. *buy*
 Can you write a *homophone* for *buy*? *by*
7. Write the list words that have two syllables.
 Say each syllable as you write the word.
fifteen million second dollars hundred

Using Your Spelling Skills

1. Look through your math book and find words that belong in these classes. Write them in your notebook. *Pupil activity*

Measuring Words	Number Words	Money Words	Time Words

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Exercise 6: Check to see whether pupils have circled **uy** and not just **u**. The **uy** spelling of /ī/ is unique. In *guy* and *Guy* and some place names, **gu** spells /g/ and **y** spells the vowel sound.

Using Your Spelling Skills

Exercise 1: You may wish to make this exercise a class project, allotting each section to a group. When the words have been collected by each group, they can be consolidated on a class chart, the spelling checked, and the words then copied into individual spelling lists.

Exercise 3: This exercise should also alert pupils to the need for looking at the spelling of words for their peculiarities as well as for their regularities. Do not refer to "silent" letters; the **u** in *guess* is functional: it signals that the first consonant is /g/, not /j/.

Exercise 4: You may have to teach the term *symbol*. Point out that the symbol "8" stands for the number, no matter what word is used to write it. If you have any bilingual pupils, you could sample the variations (*huit*, *acht*, *ocho*, etc.).

Exercise 5: Have pupils say the two words orally in order to hear clearly and thus differentiate the vowel sounds. (You might tell pupils that *door* and *floor* are the only two words in which /ôr/ is spelled **oor**.)

2. Write list words in your notebook to finish these sentences:

Maneesh looked through his math book for a hard problem.

The TV set cost more than a hundred dollars.

Mala went to the store to buy (8) eight metres of cloth and (15) fifteen buttons.

His first guess was wrong, so he tried a second time.

3. Write list words around a key word as in the sample.

	MATH
	EIGHT
FLOOR	FLOOR
MILLION	FOOT
THROUGH	BUY
MATH	GUESS
	HUNDRED

4. Read the verse again.

If I had a million dollars or less,
I'd buy hundreds of things, I guess.
I'd buy fifteen huge ships to sail the sea,
And eight trips to the moon for our family.

Ask your teacher or a friend to dictate the verse to you.
Use this book to check your spelling and punctuation.

Exercise 2: Write the correct words on the chalkboard and have pupils check their selections and spelling.

Exercise 3: Be sure that pupils understand the instructions for this exercise. Go through the example carefully and, if necessary, fill in the first two or three words. Remind pupils that the words must be list words, and all must be different. Warn them that this could lead to some rearranging. With poor spellers, it might

be necessary to do the whole exercise orally as a group activity.

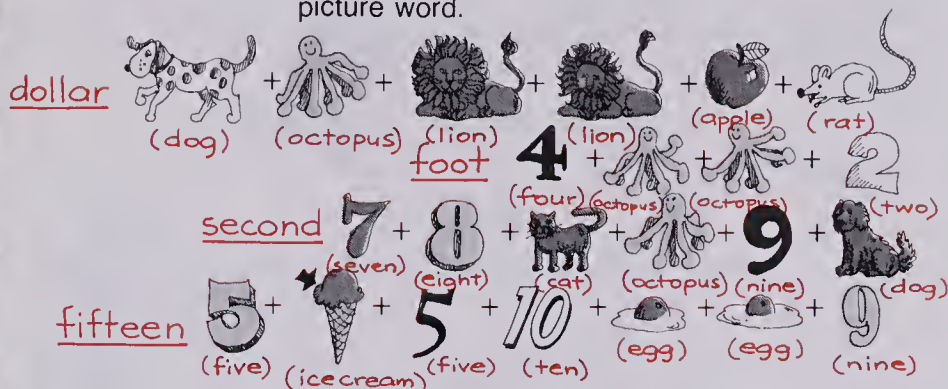
Exercise 4: The dictation exercise has a number of difficult words. Give the weak spellers as much help as they need. For example, list some of the difficult words on the board as you dictate the exercise. The important thing is to make sure that everyone achieves some measure of success. In the case of very weak spellers, a good practice is to use a "cloze" procedure. For example, begin by giving them a copy of the

following to complete as you dictate, personally or on cassette tape:

If I had a _____ or less,
I'd _____ hundreds of things, I _____.
I'd _____ huge ships to _____,
And _____ trips _____ for our family.

Then give them another try, leaving more blanks:

5. Write words using the first letter of each picture word.



6. Write the words for these symbols:

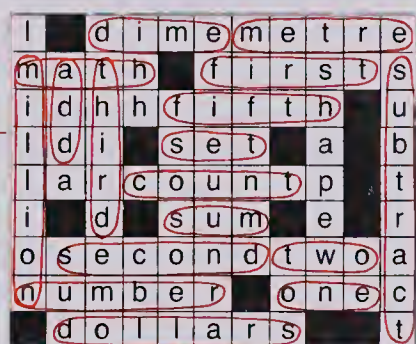
1st 2nd 3rd 4th 5th 6th
first second third fourth fifth sixth

7. Find all the math words in this puzzle.

Write the words in your book.

Across
dime
metre
math
first
fifth
set
count
sum
second
two
number
one
dollars

Down
million
add
third
subtract



Unit Test

Your teacher will dictate all the words in this unit.

If you misspell a word, write it in your special list.

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If I _____ or

,
I'd _____, I
_____.
I'd _____ huge
_____ to _____
_____,
And _____ to
_____ for _____
_____.

Exercise 5: Pupils may have trouble identifying some of the picture words, especially octopus.

Exercise 6: Some pupils may not know how to spell some of the words. Write them on the chalkboard, have pupils copy them into their individual lists, and, in the case of weak spellers, personally supervise their five-step learning method.

Exercise 7: Tell pupils that some words start in the middle of a line or column, that some lines have more than one word, and that there is a total of sixteen words to be found.

Unit Test

Compare pupils' results with those of the pretest. Take special note of pupils who have misspelled the same words on both tests. These pupils need special help, as the exercises obviously have not been successful in helping them remember the spellings.

Unit 32

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize alternate ways of forming plurals — **ies**; **es**; **s**.
- To apply this knowledge in writing plurals.

Pretest

Dictation

I like to brush my dog's coat.
The robin fed its hungry babies.
It is important not to strain your eyes.
The gray squirrel lives in our backyard.
The great musician visited our school.
The sudden noise alarmed us.
The clatter of dishes reminded us that it was lunchtime.
The newborn calf loves its milk.
Tom stuffed his mouth with cherries.
Who wants to skip with us?
The girls won the game.
I was given a new watch for my birthday.

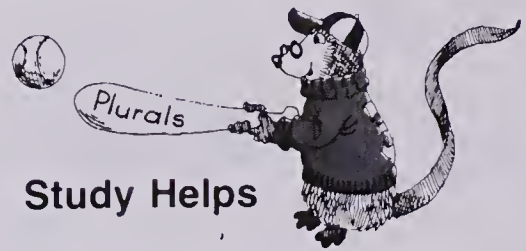
32

brush
babies
eyes
gray
great
noise
dishes
loves
mouth
wants
girls
watch

Pretest

How many words did you get right?
List the words that were hard for you.
Where did you have trouble?

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Study Helps

1. Read the verse.

The babies have great big gray eyes;
Both girls are good at making noise
One twin loves to bang the dishes
So everyone will know her wishes.



Write the underlined words that mean "more than one." babies eyes girls dishes

2. You have learned that to write the plural of most words we add the letter **s**, as in cats.

Now look at the word dishes.

What is the base word? dish

What letters were added to write the plural? es

Write dishes. Circle the letters **es**. dishes

Write the plural of brush and watch. brushes watches

Now look at the word babies.

What is the base word? baby

How was the base word changed in the plural form? The letter y was changed to i before adding es.

What letters were added to show the plural? es

Write the plural of: lady, family, and party.

ladies families parties

Study Helps


Exercises 1 and 2: Emphasize the fact that in some words you add a syllable by forming the plural spelling; in other words the number of syllables remains the same. If some pupils have difficulty understanding this concept, make a list of singular nouns. Then elicit from pupils the corresponding plurals. For example:

boy	(1)	boys	(1)
bush	(1)	bushes	(2)
pony	(2)	ponies	(2)
fish	(1)	fishes	(2)
whale	(1)	whales	(1)
flower	(2)	flowers	(2)

Now ask them to say first the singular and then the plural to themselves and to suggest to you the number of syllables to write beside each word. A good variation to keep all pupils "on their toes" is to give them all a chance to respond. For example, "Hold up one finger if the word has one syllable; two fingers if it has two syllables, etc."

Deal with the changes (baby-babies, lady-ladies, and so on) by relating them to cry-cried.

babies
gray
great

3. Write three list words that have the vowel sound /ā/ you hear in  . cake
Circle the letters in each word that spell /ā/.
Which word uses letters you might not expect?
great

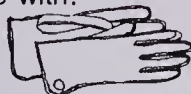
4. Write list words that rhyme with:



south
mouth



toys
noise



gloves
loves

5. Look at the word mouth. Write it. mouth
Circle the letters that spell the vowel sound.
Put a box around the last two letters.
Do you remember that these letters spell *one* consonant sound?

brush
gray
great

6. Write the list words in which you hear consonant blends. Circle the consonant blends.
Did you write three words?

Now write the list words that have special consonant sounds spelled with two letters.

Circle the letters. Did you write four words?

brush
dishes
mouth
watch



Remember

We write the plural of most words by adding **s**.

But:

- if a word ends in **y**, we change the **y** to **i** and add **es**;
- if a word ends in **sh** or **ch**, we add **es**.

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Remember to encourage pupils to formulate generalizations in their own words before presenting them with those in the "Remember" section of the text.

Exercise 3:

Inform pupils that the **ea** spelling for /ā/ is rare (being found only in great, break, steak, yea).

Exercise 4: Remind pupils that not all rhyming words are spelled alike.

Exercise 6: This exercise serves to draw the distinction between blends in which each consonant sound is heard and consonant digraphs in which two (or three) letters represent a single consonant sound.

Draw pupils' attention to the **t** in watch. Ask for another word that uses **tch** to spell /ch/. Now they have another mnemonic, "Watch the witch!". You might find it useful to start a /ch/ — **tch** chart, since this spelling is regular after a *single vowel* letter, the only exceptions being such, much, rich, and which.

Using Your Spelling Skills

1. Write the plural of these animal, bird, and plant names in your special lists:

bear s	thrush es	turkey s	donkey s
monkey s	goat s	bunny ies	fish es
lion s	fox es	finch es	elephant s
oak s	maple s	ash es	grass es
poplar s	cherry ies		

2. Write words in your notebook to finish these sentences:



He could not find a brush to brush his coat.



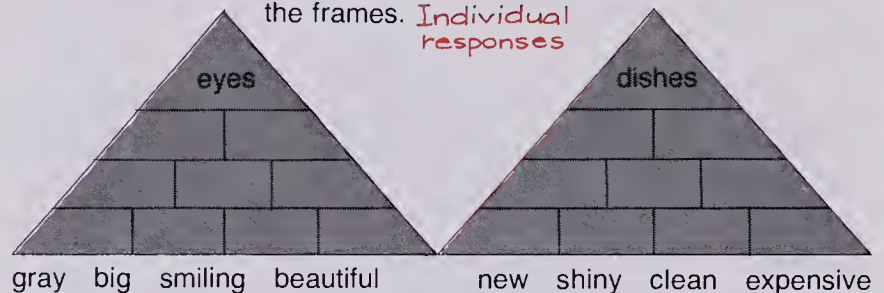
The dishes made a great noise when they fell.



The great gray heron kept watch over her young ones.

Sally lost her watch.

3. Make spelling pyramids, using the words below the frames. *Individual responses*



Can you think of other words to add? *Pupil activity*

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Using Your Spelling Skills

Exercise 1: You will have to point out that the spelling change **y** → **i** before a vowel does not apply to the **-ey** combination, although the two endings sound the same.

Compare:

bunny/bunnies with monkey/monkeys

pony/ponies donkey/donkeys

cherry/cherries turkey/turkeys

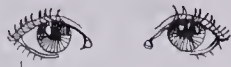
Exercises 2 and 4: Be sure that pupils recognize the pictures and interpret them appropriately.

Exercise 3: Given the differing length of the words, it would be easier to write the words and then draw the pyramids. Some pupils may need help in setting out the words on the page.

4. Follow the example and write words for these pictures.

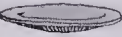


one eye



two eyes

one dish }
four dishes }



one watch }
two watches }



one pencil }
five pencils }



one baby }
three babies }



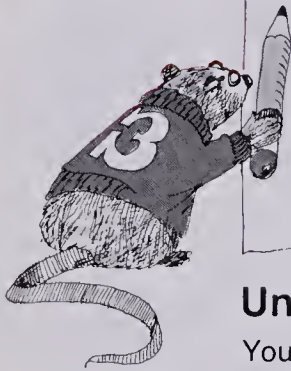
one fox }
six foxes }



one glass }
four glasses }



5. Help Musky finish this story: *Pupil activity*



The big gray female wolf hid her babies in the cave. She growled to tell them to stay. Then she lay down to watch for the return of her mate. Suddenly a roaring noise....

Unit Test

Your teacher will dictate all the unit words.
If you misspell a word, write it in your special list.

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Exercise 5: By this time most children will be able to add interesting endings to stories, using correct spellings. For children who have difficulty with either of these skills, you might:

1. Brainstorm for possible endings, making sure that you do not impose your ending on them.

2. Guide them in consulting appropriate sources for acceptable spellings — a dictionary and their special lists. They should become increasingly responsible for the correct spelling of words that are not in their unit lists.

Unit Test

Be sure that pupils are looking carefully at words in which they had spelling errors to see *where* and, if possible, *why* they made the errors.

Unit 33

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize words in which /n/ is spelled **kn**.
- To apply this knowledge in writing **kn** words.
- To write words that are often used in personal writing.

Pretest

Dictation

We watched an exciting television movie.

I knew I had seen the man before. The barber cut my hair too short. Dad bought some wood for the fireplace.

The farmer plowed the field.

We came to a winding mountain road.

The ground squirrel stole vegetables from our garden.

We know that the world is round. That story cannot be true.

The bird swooped through the air. My dad has a favorite chair.

We bought a new car this spring.

33



/n/ kn



television

knew

hair

wood

field

road

ground

world

true

air

chair

new

Pretest

How many words did you get right?

List the words that were hard for you.

Check carefully to see where you made mistakes.

Study Helps

1. Read the verse.

Alvin knew about ground and air —
The wonderful world we have out there —
Fields and flowers and insects rare.

air
there

Write the underlined words that rhyme with: air there. Say the words. What vowel + r sound do you hear? What letters spell this sound in these words? /ā + r/ air ere

2. Write the list words that rhyme with could, peeled, shoe.

would
field
knew
true
new

Did you notice that the list words had different spellings for the rhyming sounds? For example: could wood.

3. Find a homophone in your spelling list for each of these words: knew, road, wood, hair. Write each pair of homophones in your book.

4. Say the word field. What vowel sound do you hear? /ē/ What letters spell /ē/ in this word? ie Write the word. Circle the vowel letters. field Underline the consonant blend.

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Study Helps

Exercise 1: There and where are the only two common words that spell /ā/ with the letters **ere**. The most common spellings for this sound are **air** as in hair and **are** as in rare.

Exercise 3: Some pupils may still need some guidance in identifying homophones. If this is the case, it may be useful to compile a cumulative class chart of homophones over a period of time. Remind pupils that homophones *sound alike* but are

spelled differently. They should say the word they choose to make sure it is alike in sound.

It is helpful for children to make up sentences with homophone pairs, such as rode and road, to highlight the difference in meaning. This does not mean that these sentences must be written. A group discussion might accomplish all that is necessary.

5. Look at the word world. Say it and listen for the vowel sound. This is the special sound /ē/ + r that we hear in earth. What letters spell this sound in world? *or*
6. Look at the word television.
Say it slowly, syllable by syllable. *tel•e•vi•sion*
Note the spelling of each part.
If you have trouble learning to spell this word, use the study steps
LOOK SAY COVER WRITE CHECK.

7. Look at the word knew. What is the first /n/ sound? How is it spelled? *kn*
Here are more words with the same spelling for the consonant sound /n/:

knot, knit, knock.

Write all the words in your book. Can you add more of these words to the list? *For example:*

*knead knee kneel knife
knight knob know knowledge
knuckle*



Remember

The letters **kn** sometimes spell the consonant sound /n/ as in knew.

Using Your Spelling Skills

1. Look in your reader to find pairs of words that sound the same but have different spellings and different meanings. Write these homophones in your notebook. *Pupil activity*

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Exercise 4: Tell pupils that the **ie** spelling of /ē/ is common; they should therefore look out for other examples of this sound-spelling relationship.

Exercise 5: You could ask for common words that begin with the same sounds as world (like work, word) and show that /wē/ + r is generally spelled **wor**.

Exercise 6: At this stage, present the word as one to be learned by rote. Derivations and related words are better left for later grades.

Exercise 7: Do not refer to the silent **k**, but rather to the digraph **kn** for /n/. If you think it would help, tell pupils that the letter **k** used to be pronounced but has now disappeared. (German-speaking children will be able to tell you that it is still pronounced in that language (Knight — Knecht).

Using Your Spelling Skills

Exercise 1: Tell pupils to note carefully the meaning of each word in homophone pairs and to invent a mnemonic or similar method of distinguishing them.

Across

leaf
new
chair
hair
air
book
television
world
road
add
true

Down

two
he
field
hair
wood
knew

2.

l	e	a	f	k	h	n	e	w	g
c	h	a	i	r	a	b	o	o	k
t	e	l	e	v	i	s	i	o	n
w	o	r	l	d	r	o	a	d	e
o	a	d	d	t	r	u	e	d	w

In this puzzle there are ten list words and many other words. How many can you find? Write the words you find in your book.

3. Write list words to finish these sentences:



He turned on the television set to see the world news.



She rode her pony along the winding road.



The bright leaves from the trees drifted slowly to the ground.



The girls chopped the wood for the campfire.



He brushed his hair before he sat down in the chair.

4. Write the picture words. They are homophones. Be careful of the spelling.

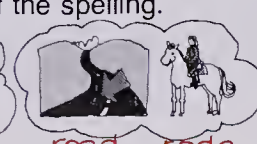


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pear pair



hair hare



road rode



bear bare

Exercise 2: Some children may enjoy making up their own puzzles like this one. They might be encouraged to make up a puzzle using only homophones.

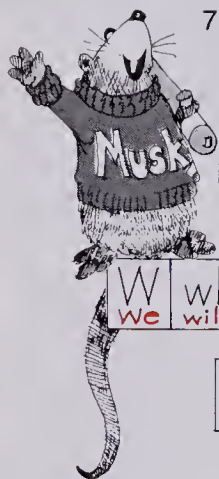
Exercise 4: Point out to pupils that, since these words are homophones, it is essential that they put them in the same order as that of the pictures.

Exercise 5: Check that all pupils have the requisite dictionary skills. If any do not, use this exercise to teach them.

Exercise 6: If you still have pupils who have difficulty in writing verses, work with them so that they achieve some successful verses, if only as a group effort. Since spelling is the main concern, not versification or creative writing, the rhymes need not be serious. Let them have fun, provided they spell the list words correctly.

Exercise 7: Make sure that all pupils know that Musky's code consists of omitting the vowels. Help those who have trouble in decoding. Some may want to work through the message systematically. For them the questions you must ask are which word they would expect to come next and whether its consonants fit the clue. If they do not fit, others should be tried. Other pupils may prefer to pick out clues that they can decode and

5. Look in your dictionary for more words that begin with the letters **kn**. Write three of them in your notebook. *Pupil activity*
6. Finish these rhymes: *Individual responses*
Examples:
 (a) I gently combed the horse's hair.
 Even if he did not care.
 (b) I thought I heard a sound
 As I was lying on the ground.
 (c) A big surprise it was for Lou,
 What it was no one knew.



7. Musky wrote a secret message in a new code. Can you figure it out and write his message in words? (*The code omits all vowel letters.*)

W	l	d	y	l	k	t	b	n	t	l	v	s	n	w	t	h	m	?																
W	o	u	l	d	y	o	u	l	i	k	e	t	o	b	e	o	n	t	e	l	e	v	i	s	i	o	n	w	i	t	h	m	e	?

W	w	i	l	b	n	s	h	w	w	t	n	n	m	l	.										
W	e	w	i	l	b	e	i	n	a	s	h	w	w	i	t	h	a	n	a	n	i	m	a	l	.

W	w	i	f	n	d	t	.				
W	e	w	i	l	f	i	n	d	i	t	.

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

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Unit Test

then fit the other words around the words they know. In either case, the test is: Does it sound right? Does it make sense?

However the work is organized, make sure that the pupils proof-read the final message and check it for spelling.

This unit contains some homophones, which must be differentiated by their context (knew/new). Remind pupils to listen for the sense of the sentence to help them decide the spelling of the list word. Check for the omission of the second syllable in television. Ask any pupil who omits it to say the word to you and to listen to his/her pronunciation of

the word. If a pupil is unable to detect the omitted syllable, putting the pupil's version of the word on tape and having him/her listen to it may help.

Unit 34

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To recognize words that require hyphens.
- To apply this knowledge in writing hyphenated words.

Pretest

Dictation

It was hard saying “good-bye” to Grandma.

The moon is not made of cheese.

Did you climb the tall spruce?

The rocket was aimed towards the planet.

Do you think I should go?

We rested beside the pool.

I thought the idea was silly.

The wind took the kite up high in the sky.

I soiled my clothes digging the garden.

How many children are there in your grade?

I have a complete list of names.

I think the idea is okay.

Study Skills

Although the focus of this unit is on hyphens, it also contains many words that occur frequently in children’s writing. Encourage pupils to use the words from their spelling lists whenever they are writing.

34



good-bye
cheese
climb
planet
think
pool
silly
high
clothes
grade
names
okay

Study Helps

1. Read the verse.

I'll climb into my space suit,
The clothes for planet Mars.
Then I'll wave good-bye to earthlings
And shoot off among the stars.

Write the two underlined words that have the number of syllables you hear in:

planet
good-bye



What two vowel sounds do you hear in planet? /a/ and /i/

Pretest

How many words did you get right?
Look carefully at any word you misspelled.
List the words that were hard for you.

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2. Good-bye is also a compound word.

Notice the mark between the two base words.

This mark is called a *hyphen*.

Another compound word with *hyphens* is merry-go-round.

3. Write the list words that have the vowel sounds that you hear in these picture words:



grade
names
okay



think
silly



clothes
okay



good-bye
climb
high



cheese
silly

Exercise 1: Remind pupils that vowel *sounds* determine syllables, not vowel letters, and that they should test their chosen words first by saying them aloud.

The second vowel of planet may be pronounced /ə/, but more commonly /i/. Do not attempt to “correct” the pronunciation of a pupil who says /planət/, just tell all pupils to remember to write the sound with an e.

Exercise 2: To get the full advantage from this exercise, you should start a cumulative chart of hyphenated words or set up a card file of these words for your Spelling Centre.

Help pupils with the pronunciation and spelling of the term *hyphen*.

Modern usage tends to join words rather than use hyphens, hence the tendency to write today, tomorrow, and tonight as single words rather than with hyphens.

4. Write the other two words that are

climb underlined in the verse.

clothes What consonant blend do both words start with?

Look at clothes. Say it.

What two letters must you remember to write? th

Write the word. Circle the th. clothes

cheese
think

5. Write the list words that start with a special consonant sound that is spelled with two letters.

6. Look at the word climb.

What is the last sound? How is it spelled? /m/-mb

There are a few words that have this spelling.

It is found only at the end of base words.

Here are two more words: lamb comb.

Do you know any others? Be on the lookout for them. Examples: crumb dumb numb

cheese
climb
clothes
good-bye
grade
high
names
okay
planet
pool
silly
think

7. Write the list words in alphabetical order.

Remember how to arrange words that begin with the same letter.

8. Three list words have the consonant sound /z/ at the end. Write them. What letter is used to spell /z/ in these words? s

cheese clothes names



Remember

Some words have parts that are separated by a hyphen, as in good-bye.

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However, good-bye for the present retains its hyphen, hence its presence in the spelling list.

Some hyphenated words that pupils might come across are:

hair-do

up-to-date

no-hit, no-run (game)

close-up

first-class

Exercise 3: Make sure that pupils correctly identify the pictures (cake, pig, goat, light, feet). Tell pupils to say each word and to listen to the vowel sound.

Exercise 5: Check this exercise to make sure pupils are not confusing blends with digraphs. If you find that some are, reteach these two spelling features. Use pairs of words that illustrate the difference, such as:

climb chime

trick thick

stop shop

Say the first word and ask how many consonants can be heard at the beginning and how they are written. Write the word on the chalkboard. Say the second word

and repeat the question. Write the second word on the board. Ask a pupil to put a square around the blend and a circle around the digraph.

If necessary, use the same procedure with final consonants, using such pairs as:

past path

crust crush

pound pouch

Exercise 6: Pupils will require some help with this exercise, as there are relatively few words in the English language that end with the **mb** spelling. Rather than giving pupils additional words, help them guess by giving them clues, such as:

1. A deadly weapon that rhymes with calm. (bomb)
2. This means unable to speak and rhymes with some. (dumb)
3. When you get too cold, your fingers get _____. (numb)

Exercise 7: Suggest to pupils who have problems with alphabetical order that they start by writing down the first letters of each word. Next, by looking at an alphabet (perhaps that on page 4), they can see how to put the letters in order and then it is easy to write the words in a column in alphabetical order. If they have words that begin with the same letter, they can apply the same process to the second letters of each word.

Using Your Spelling Skills

1. Write sentences in your notebook, using these groups of words: *Individual responses*

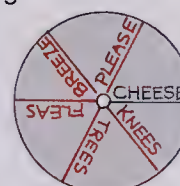
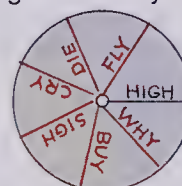
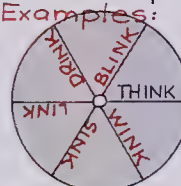
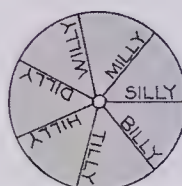
- (a) tried climb a high cliff
(b) spaceman special clothes to the planet

2. Make rhyming wheels. Draw circles in your book.

Make spokes in these wheels by writing as many rhyming words as you can think of.

The first one is done for you. You can use different spellings in the rhyming words.

Examples:



3. Musky decided to copy the verse at the beginning of the unit. But Musky didn't look carefully. Find Musky's mistakes and write the verse. Then check your spelling with the verse on page 146.



I'll clime into my space suit I'll climb
The clothes for plant Mar planet Mars
Then I'll wave good by to earthlings I'll good-by
And shoot off among the star stars

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Using Your Spelling Skills

Exercise 8: Before beginning this exercise, spend a few minutes with pupils, having them listen to the *sound* of the *plural s* in the following words, noting the pronunciation of the endings:

cats /s/

dogs /z/

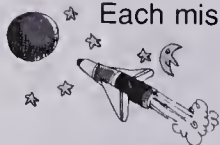
horses /iz/

They differ in sound but are all spelled s.

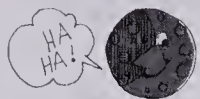
Exercise 1: Encourage pupils to write more than bare, minimal sentences by adding detail, using their special word lists.

Exercise 2: Some pupils will be able to do this exercise independently, but for others it will have to be a group activity.

4. Write the complete sentences in your notebook.
Each missing word is in your spelling list.



The rocket has to fly high before
it will reach the planet.



Once upon a time people thought
that the moon was made of cheese.



The children wore silly clothes
for the party.



Fred jumped into the pool before
he had time to think.

5. Write list words in your notebook to match these meanings:

- | | |
|---|---|
| (a) foolish <u>silly</u> | (g) to dress with <u>clothes</u> |
| (b) all right <u>okay</u> | (h) go up <u>climb</u> |
| (c) made from milk <u>cheese</u> | (i) a year in school <u>grade</u> |
| (d) opposite of <u>hello</u>
<u>good-bye</u> | (j) It is in space, very
far away. <u>planet</u> |
| (e) a place to swim
<u>pool</u> | (k) what you sign a
letter with <u>names</u> |
| (f) opposite of <u>low</u>
<u>high</u> | (l) You do it with your
brain. <u>think</u> |

Unit Test

Your teacher will dictate all the list words in this unit.

If you misspell a word, write it in your special list.

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Unit Test

Exercise 3: Make this exercise, too, a group activity for those pupils who have difficulty with proofreading. Have pupils read one sentence at a time and help them locate the mistakes. Have them tell where the word is wrong and what the correct spelling is. This procedure will indicate to you and to pupils areas that require review.

Exercise 4: Remind pupils to proofread their sentences for errors in copying as well as in the list words.

Allow pupils to do their own checking by using their books. Supervise the self-correction.

Unit 35

Objective

To spell and use in context the high-utility words listed in this unit.

Enabling Objectives

- To hear and identify the vowel sound /ü/ as in soon.
- To relate the sound /ü/ to the spelling oo as in soon.
- To identify and punctuate contractions.

Pretest

Dictation

There are seven days in a week.
I don't even remember my birthday.

The cow jumped over the moon.
I hope you can come over soon.
I know that the accident wasn't your fault.

It doesn't matter when you come.
The three little kittens lost their mittens.

I am only nine years old.

You can read while you wait.

The party begins at seven.

I have always tried to do my best.

The kite soared into the sky.

35

days
even
moon
soon
wasn't
doesn't
kittens
only
while
party
tried
kite



Study Helps

1. Read the verse.

Doesn't it seem a bit too soon —
And wasn't Oscar a silly loon
When he left for the moon
On a kite
At night
And tried to arrive before noon?

too
soon
loon
moon
noon

Write the words that have the vowel sound you hear in:



spoon



broom

We write this vowel sound as /ü/.

What letters spell the vowel sound /ü/?

Write other words that have this vowel sound and spelling.

Examples: boot bloom doom groom loot moon noon room root soon stool spool tool

2. Write the list words that have the number of syllables you hear in:



pocket



mother

even
wasn't
doesn't
kittens
only
party

3. Write tried. Write the base word. try

Pretest

How many words did you get right?
List the words that were hard for you.

150

Study Helps

Exercise 1: It is essential that pupils correctly identify the pictures.

They will probably pick up the /ü/ words in the verse; they may also give room (Unit 29) and pool (Unit 34). If they don't, suggest that they look back in previous units for /ü/ words. They may find other words with the spelling oo; then they must be told to say the word and listen to the vowel sound before they include it among the /ü/ words.

Exercise 2: Pupils may include wasn't and doesn't among the two-syllable words. This is a correct classification, since /n/ is vocalic in this context, although it would be difficult to describe the vowel sound. If we say the words slowly, the two syllables can be clearly separated and that is sufficient evidence for our present purposes.

4. Write the two words that are plurals.
Underline the one that has a double
consonant. days kittens
5. Write the words that end in the vowel
sound /ē/. only party
How is this sound spelled? y
6. Write the words that start with a consonant
blend. Circle the consonant-blend letters.
tried while
7. You will remember that sometimes we
shorten two words to make one word as in:

did + not = didn't

Words like didn't are called *contractions*.

wasn't doesn't Write the two list words that are contractions.

apostrophe What special mark do we use in contractions?

Why? to show that one or more letters
have been left out when joining the words

Write the base words of each contraction.

was not does not

8. Write the list words that mean:

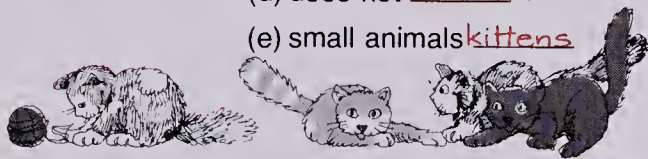
(a) something that flies kite

(b) seven of these in a week days

(c) before long soon

(d) does not doesn't

(e) small animals kittens



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Exercises 3-6: Assign these exercises only as indicated by errors in the pretest.

Exercise 7: As in the case of possessives, the emphasis in teaching contractions should be on understanding why the form is being used and then on the mechanics of contracting the words. If the "why" is a problem, give pupils sentence pairs like the following and have them read them a number of times:

The song does not appeal to me.

The song doesn't appeal to me.

I was not there.

I wasn't there.

Pupils should be led to see that the contracted form is easier (and faster) to say. Point out, though, that sometimes we want to stress the "not," in which case we do not use the contraction.

Ask pupils how the contraction differs from the two base words from which it is formed. If necessary, help them to see in the contraction the omission of a letter, the substitution of an apostrophe, and the joining of the words.

Using Your Spelling Skills

- Write sentences using each of these sets of words: *Individual responses*

(a) wore funny hats
at the party

(b) wasn't tired
after the long swim

(c) kitten tried
climb the rope

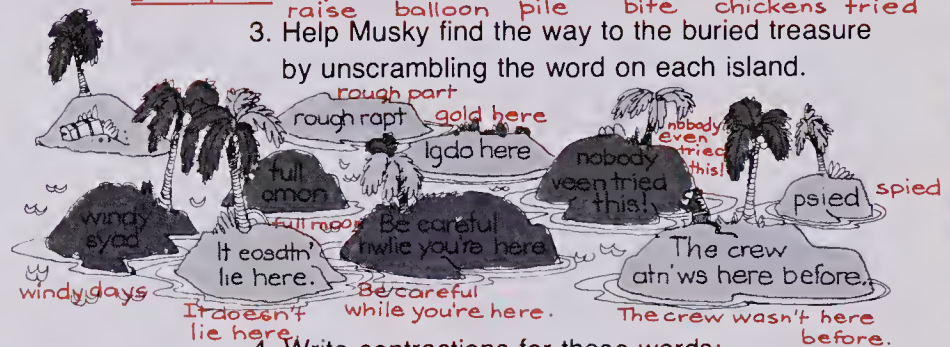
- Write rhyming words for each of these words.

How many can you write for each word? *Pupil activity*

Dictionary Where can you check the spelling of each word?

Examples: days moon while kite kittens tried
raise balloon pile bite chickens fried

- Help Musky find the way to the buried treasure by unscrambling the word on each island.



- Write contractions for these words:

can + not *can't* do + not *don't*
did + not *didn't* would + not *wouldn't*
could + not *couldn't* had + not *hadn't*

Using Your Spelling Skills

Exercise 1: Again, encourage pupils to write more than the base sentence. If they have problems, ask such questions as:

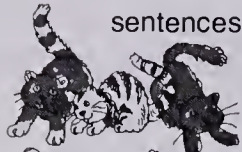
- What is going on?
- Who is doing the action?
- What are they like?
- Where is the action going on?
- What is the place like?

These questions are not intended to have pupils elaborate for elaboration's sake, but to create a clear mental image that can then be realized in words.

Make time for pupils to read their sentences to the class.

Exercise 2: Pupils could check each other's spelling using a dictionary, individual spelling lists, or class charts.

5. Write list words in your notebook to finish these sentences:



The three kittens said they lost their mittens.



Lucy Lindy doesn't like big dogs.



Tom played the piano while his brother played trumpet.



Janet was unhappy because she wasn't able to go to the party.



We knew that the moon would come up soon.

6. Write this short paragraph. Change all the underlined words to contractions.

The plane ^{hadn't} had not left the runway when we saw smoke. We ^{couldn't} could not see because the police did ^{didn't} not allow us past the gate. We were frightened, but we ^{couldn't} could not leave the airport until we found out what had happened.

Unit Test

Your teacher will dictate all the words in this unit.
If you misspell a word, write it in your special list.

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Unit Test

Exercises 5 and 6: Remind pupils that an omitted apostrophe is a spelling error. Proceed as in previous units.

Unit 36

Objective

To review and extend the use of those high-utility words listed in Units 31-35.

Enabling Objective

To apply knowledge of the principles used in writing words:

1. in the plural
2. that are homophones
3. that are hyphenated
4. that are contracted

36

Looking Back

1. Look again at the math words in Unit 31. Write the words to match these symbols:

\$ 8 100 15 2nd 1 000 000
dollar eight hundred fifteen second million

If any of these words are hard for you, use the LOOK SAY COVER WRITE CHECK method to help you.

2. Remember how the plural form of words is written.

Write the picture words in your notebook:



girls



dishes



babies



brushes



watches



horses

3. Musky's sentences have some words spelled incorrectly. Write the sentences in your notebook and correct the underlined words.



Mr. Kyrdyk plowed the field ^{because} becaus
the ^{ground} grownd was so hard.
Dad bought us a ^{new} knew ^{television} tellivishen
set for Christmas.
The men dressed in strange ^{clothes} cloths
to ^{climb} climbe the mountains.
We saw the ^{planet} planit clearly ^{while} wile
the sky was clear.
Grandmother ^{wasn't} wasent sure that
she ^{knew} new all of their ^{names} naims.

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Looking Back

A number of difficult words have been presented in Units 31-35. Children should be encouraged to analyse carefully the nature of their misspellings. You might remind them again to pay special attention to:

1. careful pronunciation;
2. careful handwriting;
3. self-analysis following each unit;
4. sufficient use of the five-step spelling procedure.

Allow plenty of time for individual pupils to study their own difficult words.

4. Write a sentence using the groups of words in each box.

(a) the mice came through the floor

(b) couldn't guess where noise came from

(c) everyone knew story wasn't true



(a) high
tried
climb
while
fight
cry


(b) dollars
fifteen
good-bye
kittens
nineteen
pennies

(c) true
soon
blue
pool
spool
moon
do


5. Write in your book the words in which you hear:

(a) the vowel sound /ī/ as in 9 . nine

high	climb	while	fight
tried	silly	think	cry

(b) two syllables as in  . (doctor)

dollars	good-bye	cheese	pennies
fifteen	kittens	nineteen	television

(c) the vowel sound /ü/ as in  . moon

true	blue	foot	moon
soon	pool	spool	do

6. What do you think might happen if a silly little mouse hid on a space ship that was going to the planet Mars?

Write the story. Pupil activity



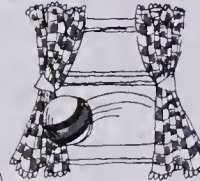
As this is the last unit in the book, you might decide to use it as a kind of assessment, to see how well pupils can focus on spelling in completing the exercises given here. If you decide on this procedure, then you should check each pupil's work yourself. The results should provide you with information to enable you to provide extra help in problem areas for some pupils before the term ends.

Exercise 6: You could restrict this exercise to the competent spellers and fluent writers. If you assign it to all pupils, then it would be advisable to hold a brainstorming session to help the slower pupils get started.

7. The sentences below have words that are *homophones*. Decide which word belongs in each sentence.
Write the complete sentence in your notebook.



There are ^{eight} (ate, eight) pennies in the picture.



The ball flew ^{through} (threw, through) the window.



We cut enough ^{wood} (wood, would) for the campfire.



The princess had long, curly ^{hair} (hare, hair).



Joan's family went to the store to ^{buy} (buy, by) groceries.



There are thirty ^{days} (days, daze) in the month of June.

8. Use the pictures to help you finish the rhymes.
Use the spelling lists to help you find rhyming words. *Individual responses*



Examples:

The little boy fell off his chair
Because the barber cut his hair



Sally does the dinner dishes
To satisfy her mother's wishes



There wasn't a thing that puzzled Janet;
She knew the stars and the far-away planet



In autumn the robins sang
"Good-bye"
To the south they soon would fly

9. Help Musky write a short story, using these groups of words: *Pupil activity*



heard a strange noise
found a nest of bird babies
on the ground
made of wood and hair
popped worms into each hungry mouth
silly babies tried to climb out of the nest
soon tried to fly

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Review Test

Exercise 9: Ask pupils to read the statements a few times before they start writing. Then ask them to decide what the story will be about. It is important that they have an overall idea of the content so that they don't write in fragmented statements.

If you have been giving review tests, do so again. Pupils should then have a record of six tests taken throughout the year that will help them see to what extent they have improved.

Basic Word List

about	beautiful	cars	dance
afraid	because	castle	days
afternoon	been	caught	decided
again	before	cave	didn't
ago	began	chair	died
air	behind	cheese	dinner
almost	being	circus	dinosaurs
along	best	class	dishes
also	better	clean	doctor
always	bit	climb	does
angry	bite	climbed	doesn't
animal	blew	clothes	dog's
another	blue	clown	doing
any	boat	coat	dollars
anything	bone	cold	done
around	books.	color	dragon
ask	bought	come	duck
asked	bread	coming	
asleep	broke	cookies	earth
ate	brought	could	eating
	brush	couldn't	egg
babies	buy	cows	eight
baby		cried	elephant
bang	call	crying	end
barn	called	cut	even
baseball	camping		ever
beach	candy		every
bears	care		everybody

everyone	game	hill	lady	much
everything	games	himself	lake	must
eyes	garden	hole	land	myself
	gave	holiday	last	
face	gets	hospital	later	names
fairy	getting	hundred	leaves	near
fall	girl	hungry	left	new
far	girls	hurt	leg	noise
farmer	goes		light	nose
fat	going	I'd	looking	
favorite	gold	I'll	looks	okay
feet	gone	inside	loved	once
felt	good-bye	its	loves	only
few	grade		lunch	open
field	gray	jumped		our
fifteen	great	jumps	machine	
fight	ground	just	magic	party
finally	guess		many	people
finished		kept	math	pick
fire	hair	kill	may	picked
first	happened	killed	maybe	planet
floor	happily	kind	mean	plant
fly	hard	king	men	police
flying	haunted	kiss	met	pond
foot	having	kite	million	pool
forest	head	kittens	moon	prince
fox	heard	knew	more	
friend	helped	know	morning	queen
friend's	here		most	
	he's		mother's	
	high		mouth	

race	snow	they're	walked
real	soccer	think	wanted
right	soft	those	wants
river	someone	thought	wasn't
road	soon	thousand	watch
rock	stars	through	wear
room	started	tiger	week
running	stay	times	well
runs	still	tired	were
	stop	to	where
said	stopped	together	while
same	street	too	wild
sat	suddenly	top	wind
Saturday	summer	toy	window
saw	Sunday	trees	winter
scared	supper	tried	wished
second	sure	trip	witch
set		troll	woke
sharks	tail	true	wolf
sharp	talk	trunk	woman
ship	team	try	won
should	teeth	turned	wood
show	television		woods
sick	tell	ugly	world
side	ten	under	would
silly	tent	until	wouldn't
sing	than	upon	
skunk	that's	use	year
sky	their		yellow
small	there	visit	
smell	they		
snake			

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AUG 01 RETURN	OCT 29 RETURN
DUE EDUC NOV 09 '85	DUE EDUC NOV 23 '88
MAR 21 RETURN	
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